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ABSTRACT

In 1989, the Community Partnership: Child Care and Early Education was formed to examine policies and make recommendations with respect to early childhood care and education (ECCE) in Ramsey County, Minnesota. The Partnership established a Task Force to develop a long-term vision for ECCE consistent with community values and to create a blueprint for action regarding the services needed by children, parents, communities of color, and employers. Task Force recommendations included the following: (1) increasing community awareness of the importance of ECCE; (2) providing children with "seamless" service by providing resources for new programs; (3) supporting parents by addressing needs for workplace flexibility and improving consultation and referral services; (4) improving service to communities of color by establishing neighborhood-based advocates of ECCE, increasing the sensitivity of providers and agencies, and addressing housing and transportation issues; (5) increasing employer involvement in ECCE; (6) improving the quality of services by providing training and development opportunities for providers and supporting accreditation and certification programs; (7) resolving financial difficulties by increasing assistance to parents; and (8) establishing an effective collaborative structure to implement recommendations. The Community Partnership's accomplishments over the 2-year planning and development period were in the areas of service development, changes in service delivery, committee development, collaborative grant proposals and fundraising, events and activities, and increased information dissemination and exchange. This four-part report includes a rationale for ECCE, the Task Force's draft action plan, detailed recommendations comprising the bulk of the report, and an overview of accomplishments. An appendix provides child care statistics for Ramsey County. (AC)

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"It takes a whole village to raise a child."
- African Proverb

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The Community Partnership: Child Care and Early Education

Task Force Report and Recommendations

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The Community Partnership:
Child Care and Early Education

Task Force Report and Recommendations

based on the work of:

the Task Force
of
The Community Partnership:
Child Care and Early Education

of
St. Paul and
Ramsey County, Minnesota

Rose Ramirez, Task Force Chair
Leonard Wilkening, Leadership Committee Chair
George Latimer, Leadership Committee Honorary Chair

Report prepared by Partnership Staff:

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&
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October, 1992

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The Community Partnership: Child Care & Early Education

No resource is more important to the future of our community than our children.

In 1989, the United Way of St. Paul determined that a community-wide effort was needed to address child care and early education issues, and the Community Partnership: Child Care and Early Education was launched.

All of the key players were invited to participate. A Leadership Committee of public, private, religious and non-profit leaders funded and guided the planning process. A Task Force of front-line experts was the work group that identified and researched the issues and made specific recommendations to address the needs of our children.

The recommendations that follow are the fruit of the Task Force's two years of work: over 2,500 hours of volunteer time contributed by over 125 people representing a cross-section of our community. Although specifics may change, the recommendations provide a guide for several years of work to ensure the future of our community by meeting the needs of our young children now.

Implementation has begun. Funders have already used these recommendations as a guide to action. Leadership and Task Force representatives are completing negotiations on a collaborative structure and specific action plan that will carry us forward in partnership.

On behalf of the Leadership Committee and the community, we thank you for your dedication. This report stands as yet another reflection of our community's heritage of commitment to our children and our quality of life.

Sincerely,

Leonard H. Wilkening

Leonard Wilkening
President Emeritus, Amherst H. Wilder Foundation
Chair, Leadership Committee of the Community Partnership

George Latimer

George Latimer
Dean, Hamline University School of Law
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Introduction

This is the final report of the Partnership's Task Force, summarizing the work of the planning and development phase of this community-wide effort. It presents a comprehensive set of recommendations for service development and policy change in the early childhood care and education system in Ramsey County and summarizes the accomplishments of the Partnership's two-year planning and development effort.

Task Force members represent a cross section of the community: parents, employers, family child care providers, non-profit, for-profit and church-related child care centers, the public schools, Head Start, foundations, United Way, all levels of government, neighborhood organizations, communities of color, religious groups, children's advocates, women's groups, child care resource and referral agencies, University faculty and others in Ramsey County.

Structure and Process

The work of the Partnership took place on two levels: the Leadership level and the Task Force level. The Partnership's Leadership Committee is comprised of chief executives and policymakers from the public, private and non-profit sectors of the community. The support, commitment and financial resources of this group made the planning and development phase of this project possible.

The Task Force was the working group for the Partnership, and generated the recommendations and accomplishments outlined in this document. The Task Force met on a regular basis throughout the two-year planning process to identify early childhood care and education issues and needs, and to develop specific recommendations to address them. Task Force participation has been intense and committed, both at the large group level and also in subcommittees that were developed to focus more specifically on six perspectives on early childhood care and education: parents, quality services, communities of color, employers, planning and revenue.

Toward the end of the planning process, a Steering Committee consisting of key Task Force members and subcommittee chairs was formed. This group was responsible for compiling and organizing all of the Task Force recommendations, and assisting staff in preparing this written report.

The organizational structure of the Partnership and the membership lists for the various committees and subcommittees may be found in the Appendix, p. 146.

Scope

The Partnership attempted to address early childhood care and education issues comprehensively, and included in its scope the perspective of parents and all public, private, for-profit, and non-profit programs and services designed for the care and/or education of young children. It also considered the child care needs of school-aged children. Issues such as health, medical care and nutrition were considered only as they interface with early childhood care and education services. The structure that the Partnership establishes for the future will allow for other early childhood care and education issues to be brought to the table for consideration through a continual process of community needs assessment and prioritization.

A Word About Language

After much discussion on how to describe the service system as a whole, the Task Force settled on the term "early childhood care and education" to emphasize the comprehensiveness and inclusiveness of the Partnership's focus, and the importance of integrating child care and early education services. This term is also gaining acceptance in other parts of the country. The Glossary of Terms contains definitions of other terms and abbreviations as they are used throughout the report.

Contributors

The true "partnership" nature of this project is demonstrated by the multiple funders who made it possible. Contributors have included: the City of St. Paul, First Bank System, F.R. Bigelow Foundation, Mardag Foundation, Norwest Bank, Ramsey County, The St. Paul Companies, The St. Paul Foundation, St. Paul Public Schools, 3-M and United Way of St. Paul Area.

Acknowledgments

This broad-based, long-term, community-wide planning and development effort would not have been possible without the significant contributions of hundreds of concerned citizens of Ramsey County. In fact, these recommendations came directly from the community, and would not exist in this written form without the commitment, expertise, talent, time, effort and resources contributed by many dedicated individuals. Our thanks are extended to all who have been involved in this remarkable effort on behalf of Ramsey County's young children.

Partnership membership lists indicating all committee and subcommittee participants may be found in the Appendix, and clearly illustrate the extent of community involvement in this process. Our indebtedness to all involved cannot be overemphasized.

In particular, the Partnership would like to acknowledge the following people, whose significant contributions made this planning process and final report possible:

Steering Committee

Rose	**Ramirez, Chair**	**St. Paul Companies**
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Glossary of Terms

Accreditation: a nationally recognized standard for high quality programming for young children developed by the National Association for the Education of Young Children (NAEYC). Child care centers, preschools, kindergartens, before/after school programs may achieve accreditation by meeting specified quality standards for: administration, staffing, curriculum, staff/child interaction, staff/parent interaction, staff qualifications and development, multiculturalism, physical environment, health and safety, nutrition and food services and program evaluation.

Basic Sliding Fee: see Child Care Fund.

CCDBG (Child Care Development Block Grant): the first major federal child care bill, passed by Congress and the President in 1990, based on the proposed "ABC" Child Care Bill. Minnesota folds this federal block grant into the state Child Care Fund.

Certification: general term used to describe different credentialing systems for early childhood service providers, particularly family child care providers. Certification programs include the Child Development Associate credential, National Association of Family Day Care Providers (NAFDC) credential and other local certification programs. Certification is differentiated from teacher/provider licensure through the state Department of Human Services or Department of Education.

Child and Dependent Care Tax Credit: a Minnesota tax credit for low income families needing child and/or dependent care services in order to work or attend school.

Child Care Fund: the umbrella for child care assistance programs under Minnesota statutes sections 256H.01. Consists of federal, state and county funds, and includes:

- **Basic Sliding Fee Program**: child care subsidies for low and moderate income families for parents who are employed or in education/training programs. Amount of subsidy is determined on a sliding fee basis, based on family size and income.
- **STRIDE child care subsidies**: for STRIDE participants during education/training and job search phases of the STRIDE program. (see STRIDE)
- **ACCESS child care subsidies**: for AFDC recipients (not in STRIDE) who are engaged in education/training and job search activities. (created in 1992)
- **Resource and Referral**: funding for local child care resource and referral services.
- **Other funding**: various grants for child care programs.

community: general term used to describe a group of people who may be affiliated due to cultural or ethnic heritage, or geographic proximity. Also used generally to refer to all residents of Ramsey County.

Community Reinvestment Act (CRA): federal legislation requiring banks to reinvest a specified amount in low and moderate income neighborhoods in which they do business.

D-CAP (Dependent Care Assistance Plan): part of federal tax code which allows employers to set up programs through which employees can set aside some of their earnings into an account that can be used for child care and dependent care expenses. (A similar account can be set up for medical expenses.) Neither the employee or employer pays taxes on the set-aside amounts.

Dependent Care Tax Credit: federal tax credit for low and moderate income families needing child and/or dependent care services in order to work or attend school.

developmentally appropriate: term used to decribe activities, curriculum, or practices which are geared toward the ability level of the child. High quality programs incorporate developmentally appropriate practice.

early childhood care and education (ECCE): inclusive term used throughout report to indicate the full range of child care and early education programs, including public (school-based and Head Start), private, church-affiliated, for-profit and non-profit services, and child care services for school-aged children.

ECCE Council (Early Childhood Care and Education Council): the body that the Partnership's Task Force recommends be established to implement the Partnership recommendations. (see also Minnesota Early Childhood Care and Education Council)

ECFE (Early Childhood Family Education): a parent and family education program established in the early 1970s by the Minnesota legislature which combines parent education, early childhood education and parent/child interaction sessions, offered through the community education programs of the public schools.

early childhood service providers: term used throughout report to be inclusive of the full range of service providers/teachers working with young children, including: child care providers, family child care providers, early childhood teachers in child care centers and homes, nursery or preschool programs.

Early Childhood Special Education: services provided through the public schools to children, ages birth though six, identified as being handicapped or disabled, according to state criteria. Mandated by federal P.L. 94-142 and P.L. 99-457.

Early Intervention: services provided early in a child's life, designed to address potential problems early and prevent later developmental, educational or social problems. Services may include: speech and language therapy, occupational or physical therapy, public health nursing, special education, psychological services, county social services, family and child focused developmental activities and others as necessary.

EITC (Earned Income Tax Credit): a federal tax credit for working families with incomes less than $21,000, for which families are eligible regardless of tax liability or whether the children receive child care services. Credit was expanded by Congress in 1990.

ESOP (Employee Stock Option Plan): a stock participation plan for employees.

Head Start: federal and state funded preschool program for families with children aged 3-5 at or below the federal poverty level. Offers comprehensive services including: educational (usually classroom-based, part-time, during school year), health, nutritional, social services and parent involvement.

Learning Readiness: the school language for recent legislation which provided state Department of Education funds for services focused on preparing four year olds for school. More generally, the term can refer to high quality, developmentally appropriate, educational activities and/or services for all preschool-aged children.

mainstreaming: the practice of placing children identifed as handicapped or "at-risk" in programs serving majority populations of children. (see also seamless service)

MnAEYC (Minnesota Association for the Education of Young Children): the Minnesota chapter of the National Association for the Education of Young Children. (See NAEYC.)

Minnesota Early Childhood Care and Education Council: an independent state council established by the 1991 Minnesota legislature for the purpose of coordinating and planning early childhood care and education services at the state level.

NAEYC (National Association for the Education of Young Children): the largest national professional association for early childhood teachers, family child care providers and academics. (See MnAEYC.)

parent preparedness: term used to describe parents' education, knowledge and awareness of how to locate, choose, use and manage high quality early childhood programs for their children.

providers: shorthand term used casually throughout report to describe early childhood service providers including child care center staff, family child care providers, and early childhood teachers.

quality: general term used to refer to the overall standards of early childhood programs. Research has confirmed that a number of factors are related to quality in early childhood care and education programs, including: group size, staff/child ratio, staff education and training levels, staff turnover, staff wages, staff/child interaction, and developmentally appropriate practice. Commonly accepted measures of high quality include NAEYC Accreditation for programs and Certification for providers. Current state licensing requirements are considered to reflect only minimal quality standards.

seamless service: term used to describe services which are organized and coordinated to reduce fragmentation, categorization and discontinuity. Service delivery is coordinated and simplified, so that families and children do not have to move from one service setting to another in order to obtain needed services. (For example, a child needing both Head Start and full day care services may receive both at one site.) Coordination may involve combined funding from various funding streams, but simplified access for parents so that only one application/registration process is needed. At present, the concept of seamless service is a vision for early childhood service delivery, and is implemented only on a very small scale. (see also mainstreaming and wrap-around child care)

special needs: general term used to refer to a delay or disorder in one or more areas of development (motor, social/emotional, language, cognitive) or behavior, or a diagnosed syndrome or condition such as Down Syndrome or Cerebal Palsy. Does not imply eligibility for specific programs or services, because different programs have different definitions of "special needs."

STRIDE (Success Through Reaching Individual Development and Employment): the Minnesota program which fulfills the requirements of the 1988 Federal Welfare Reform Act, and helps AFDC recipients gain the skills necessary to become economically self-sufficient through education and training programs. The STRIDE program has a child care subsidy component.

wrap-around child care: the practice of adding additional hours of programming to part-day programs in order to meet full-day care needs of children. The wrap-around service may be funded using a different revenue source than the part-day program. (see also seamless service)

PART I

The Executive Summary
The Case for Early Childhood Care and Education
Recommendation Summary

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Executive Summary

In the last 20 years, we have experienced dramatic changes in our economy, our families and our workforce. These changes have made old ways of raising and educating our children obsolete and have resulted in least three major challenges to our communities:

1. Increasing numbers of children are reaching school age without adequate preparation, and without the benefit of a high quality early childhood care and/or education experience.
2. Lack of access to affordable high quality child care services presents barriers to parents' economic advancement and self-sufficiency.
3. Parents experience stress as they try to balance working to support their families with providing care and education for their children.

In Ramsey County, there have been many creative responses to the early childhood care and education needs of our children and families. The sum total of these efforts, however, has fallen far short of the needs of our community in at least two important respects:

1. The overall investment in our children has been insufficient, and
2. Public and private sector responses to early childhood issues have been separate and uncoordinated, and not always in the best interest of children and families.

The result here, as elsewhere in our county, is what Prof. Sharon Lynn Kagan has described as a child care and early education system characterized by "discontinuity, inequity and fragmentation."

The Community Partnership: Child Care and Early Education was created to tackle early childhood care and education service system issues comprehensively. The Partnership's mission was to develop a vision and a "blueprint" for a system that would "ensure that high quality child care and early education services are accessible and affordable for all children in St. Paul and Ramsey County."

The Partnership has established four goals, corresponding to the problems highlighted above:

1. By the year 2007, children entering K-12 will have had access to high quality affordable early childhood care and education services to prepare them for school and life;
2. By the year 2002, high quality, affordable early childhood care and education services will be available to all parents, thereby eliminating this barrier to employment, advancement or achievement of self-sufficiency;
3. By the year 2002, working parents will report significantly reduced work and family stress due to improved workplace leave and flexibility policies; and,
4. By the year 1997, the major institutions in Ramsey County will plan and deliver early childhood care and education services in a collaborative and coordinated manner so that fragmentation of services to children will be eliminated.

The Partnership's Task Force has developed a comprehensive set of recommendations to achieve these goals, and has charted a course to develop a leadership structure and a funding plan for action

Guiding Values and Principles

The Task Force began its work by defining a set of *guiding values and principles*. These core values served as the foundation for the ongoing work of the Partnership, and are visible throughout the recommendations.

1. **Valuing of Parenting**: Parents are children's first and most important teachers; their contribution and involvement in the care and education of their children should be encouraged and supported for all parents.
2. **High Quality**: All types of early childhood care and education environments should be safe, healthful, and educational, and provide activities and nurturing appropriate for the child's level of intellectual, physical, and social-emotional development.
3. **Diversity**: The community should ensure healthy diversity in the types and sponsors of early childhood care and education services, including cultural diversity, family and center settings, and public, private, religious, and non-profit sponsorship.
4. **Continuity**: The system should work so that all children, and particularly low income children, can have stability and continuity in their early childhood care and education arrangements.
5. **Parent Choice**: Parents should be able to choose from the diverse range of quality early childhood care and education settings and be offered education and support in making their choices.
6. **Equal Access**: Quality and choices must be equally accessible to all families, regardless of income, background or special needs of the child.
7. **Valuing of Caregivers**: Caregivers and staff should be trained, well compensated, and valued by the community.
8. **Community Collaboration**: The system should combine many segments of the community in an inclusive, collaborative and coordinated network of services.
9. **Workplace Support**: Workplace flexibility and support should assist parents in their early childhood care and education responsibilities.

on the high priority recommendations. The Leadership Committee has begun work to develop an Action Plan, and an early draft of this plan is included in Part II of this report.

The recommendations of the Task Force provide:

- **a long-term vision** for an early childhood care and education service system that is consistent with our guiding values and principles; and
- **a blueprint for action** to accomplish our goals.

The Task Force recommendations address 5 questions:

1. What is the community's vision for the early childhood care and education system?
2. What services are needed:
   for children,
   for parents,
   for communities of color,
   for employers?
3. How do we ensure that services are of high quality?
4. How do parents pay for services for their children, and how does the community finance the service system?

5. What kind of leadership and system structure is needed for action to take place?

The recommendations of the Task Force propose answers to these questions.

Summary of Recommendations

What is the community's vision for the early childhood care and education system?

- a coordinated system that meets the early childhood care and education needs of all children and families;
- high quality, affordable, accessible services;
- integration of child care and early education services;
- collaborative leadership, planning, and action; and,
- a long-term community awareness campaign.

What services are needed for children? (200)

- ensure a full range of services that meet the needs of all children and families, addressing current gaps and shortages in service;
- provide "seamless" services that effectively link early childhood services with one another; and,
- provide resources and technical assistance necessary for start-up of new services.

What services are needed for parents? (300)

- improve workplace flexibility and parental leave policies;
- increase parent education and awareness efforts to improve parents' preparedness to purchase high quality services for their children; and,
- improve parent consultation and referral to early childhood services.

What services are needed for communities of color? (400)

- establish neighborhood-based early childhood advocates to provide a voice and service link for each community;
- increase the sensitivity, responsiveness and language capacity of public and private early childhood agencies;
- increase the sensitivity and responsiveness of early childhood service providers; and,
- ensure an adequate supply of qualified service providers of color.

What services are needed for employers? (500)

- establish leadership and technical assistance to support employer involvement in early childhood care and education issues;
- establish a network of human resource professionals involved in work/family policies and issues; and,
- recognize and reward employers that best support families.

How do we ensure that services are of high quality? (600)

- improve education and training and career development opportunities for all early childhood service providers;
- establish compensation and benefits which are fair and adequate to attract and retain qualified providers;
- improve support services and outreach for licensed and unlicensed providers;
- promote accreditation and certification programs; and,
- ensure that licensing, rules and legislation are consistent with the goal of providing high quality services.

How do parents pay for services for their children? (700)

- increase financial assistance for parents, ensure adequate funding for Head Start and Basic Sliding Fee, and increase the use of Dependent Care Assistance Plans and tax credits;
- coordinate existing financial assistance programs for parents to improve access and continuity; and,
- increase the effectiveness of the child care financial assistance component of the STRIDE (welfare reform) program.

How does the community finance the service system? (800)

- generate necessary short-term startup and leverage funding through major fundraising, better use of existing funding streams, and changes in rules and regulations to increase the flexibility of existing funding; and,
- generate long term continuing funding through establishing a long-range vision and funding priorities, expanding the level of funding in current funding streams, and creating new public and private funding streams.

What kind of leadership and system structure is needed for action to take place? (900)

- establish a county-wide Early Childhood Care and Education Council with staff and strong community advisory groups;
- establish mechanisms for data collection, monitoring and evaluation;
- establish commitment to ongoing collaborative planning; and,
- strengthen advocacy efforts for early childhood care and education.

The Case for Early Childhood Care and Education

The Situation

Life today for young children is very different than it was for most young children in the 1950s and 60s. Fewer than 10% of today's families look like the kind of family many of us knew or assumed was usual as children—a family with two parents, and a stay-at-home mom who could focus full time on raising and caring for their children.[1]

Today, most parents of young children are employed outside the home. Two-thirds of all married couples are two-earner families.[2] They work because they need to—economic self-sufficiency for many families today requires two wage-earners.[3] In addition, the number of single parents has increased dramatically, and many women are providing the sole source of financial support to their children.[4] In 1989, nearly one-fourth of U.S. children lived in single-parent households.[5] In Minnesota in 1979, 17.1 % of all births were to unmarried mothers.[6] In Ramsey County, 27.7% of children under 6 live in a single-parent home.[7]

Today in Minnesota, **62.4% of mothers with children under age 6 are in the work force.** That means that there are 252,092 children under 6 in our state who need child care.[8] That number is projected to grow. Today, 57% of preschool children in America have mothers in the work force. That number is expected to increase to 70 percent by the year 2000.[9]

Life is changing for American children and families in other ways, too. Many families today are under tremendous financial and emotional stress. Almost 12 million Americans lost their jobs in the 1980s, and real family income of most American families declined significantly between 1974 and 1985.[10,11] During that same period, the median annual earnings for young parents with children declined 39%.[12] In Minnesota, welfare dependency increased by over 400% for children in two-parent families during that time.[13] **And children living in a female-headed family now have a one in two chance of living in poverty.**[14]

Parents are experiencing tremendous stress as they struggle to balance their need to work to support their families and to provide for the daily care and education of their children. The average workweek for full-time employed adults jumped from under 41 hours in 1973 to nearly 47 hours in 1989.[15] Because of this, parents simply have less time to spend with their children. One study showed that the "total contact time"—time parents spend with children while also doing other things—has dropped by 40% in the last 25 years.[16] That affects children, and it affects their parents. One local study showed that even among relatively well-off parents, worries over how to care for and educate their children was a major source of stress and distraction for 40 percent of all parents and over 60 percent of employed women.[17]

Low income parents face even more stress, as they attempt to negotiate major obstacles in obtaining quality care for their children. These include the cost of care, limited access to information about services and poor linkages of child care and other family or parent support services.[18] In fact, the availability and affordability of child care is a crucial factor in determining whether young mothers are able to become economically self-sufficient. Two-thirds of single mothers receiving AFDC benefits report that difficulty in finding adequate child care interfered with their ability to seek or keep a job. And 76% of women who had "given up" looking for work cited child care difficulties as the reason.[19]

All this stress and change is negatively affecting our community's children. Today, for the first time in our nation's history, children are literally the poorest group in society. In 1989, nearly 25 percent of children under age 6 lived in poverty.[20] In Minnesota, the child poverty rate statewide is 16.3%, with an estimated 186,000 children living in poverty.[21] **And over 21% of the pre-school children in Ramsey County are growing up in families with incomes below the poverty line.**[22]

Increasing numbers of children in our nation and in our state are reaching school age unprepared for school. They are arriving at school already weakened by multiple risk factors, including: family poverty, disabling conditions, the extra stresses that families who are members of a racial or ethnic minority face, having limited proficiency in English, and the economic and social stress associated with growing up in a single parent family.[23]

The proportion of children at risk for school failure is high. At least 40% of American children are affected by one or more risk factor.[24] And these numbers are projected to increase steadily through the next several decades, due to steady increases in factors associated with low student achievement.[25] Poverty, family stress, chemical and other abuse are literally undermining families' ability to care for their children and to prepare them for school and adult life.

In addition, increasing numbers of children are growing up in multi-problem families, and increasing numbers of children are at risk for abuse or neglect.[26] There were 17,900 suspected cases of child abuse or neglect reported in Minnesota in 1987. Of these, 6,604 were substantiated, representing a 60 percent increase from 1982 to 1987. These children, too, are at risk for long-term problems.[27]

These facts—the reality of life for today's children and families—have tremendous long term consequences for our society. Children who don't have positive early childhood experiences are at-risk for problems in adult life. Already today, nearly 25% of our nation's students drop out of high school before graduation.[28] Nationally, there are four million young adults between the ages of 16 and 24 who have not completed school and are not enrolled.[29] Some 23 million American adults are functionally illiterate and another 47 million are marginally literate.[30] In Minnesota, the high school dropout rate is slowly increasing and some question whether graduation requirements are stringent enough.[31] Only one-third of Minnesota school districts have policies on minimum reading or math skills required for graduation.[32] By the year 2000, it is predicted that one-third of all jobs will require a college education.[33] However, even today, the lower third of job applicants are reported to be unqualified for even the least skilled jobs.[34]

The Solution

As a society, we must find a way to more adequately support young children and their families. **One clear strategy with a documented ability to make a difference in the lives of children is high quality early childhood education.** Quality child care and early education programs can help ensure that all children enter school prepared to learn, and that all children have the opportunity to grow up as whole, healthy, productive and creative human beings.

We know that quality early childhood programs work, and that they have substantial benefits for children, families and for society. For every $1.00 invested in quality preschool programming, society can save $5.75 in later costs. Economic analysis reveals benefits in terms of reduced costs for remedial education, increased earnings (and therefore increased taxes), decreased welfare payments, and less crime.[35] The Committee for Economic Development concluded in 1985 that "it would be hard to imagine that society could find a higher yield for a dollar of investment than that found in preschool programs for high-risk children."[36]

Disadvantaged children who have attended high quality preschool programs are more likely to graduate from high school and find employment, and are significantly less likely to be assigned to special education programs, have children during their teenage years, commit crimes, or receive welfare assistance.[37] There is evidence that in terms of children's social and emotional development, high quality relationships with caregivers can significantly compensate for insecure mother/child relationships.[38]

Quality in child care and early childhood education is something we can define and specify. **Quality programs for all young children should include: a stable relationship between child and caregiver, a low child/staff ratio, appropriate group sizes, qualified and well-trained personnel, developmentally appropriate programming, adequate space and parent involvement.**[39] Programs that serve high-risk populations should also provide comprehensive services including health, nutritional and social services, and support services for parents.[40]

By 1995, it is projected that two-thirds of preschool children and three-quarters of school age children will have mothers in the labor force, and most will require some form of child care or early childhood education.[41] However, for many children, that care may not be quality care. Low quality child care and early childhood programs can actually have a negative impact on children. Children attending lower-quality programs, and programs with high staff turnover rates, have been shown to be less competent in language and social development, and demonstrate poor learning readiness skills.[42] **A supportive family environment cannot necessarily mitigate the effects of poor quality early childhood programming.**[43]

The quality of services provided by most child care centers in our country today has been found to be " barely adequate."[44] In Minnesota, our current state regulations do not yet meet the quality standards set by the National Association for the Education of Young Children. That means many preschool children spend their day in centers or day care homes that fail to provide the conditions for high quality service and positive child outcomes. Some of them will have negative experiences. Disproportionately fewer low-income and minority children receive quality preschool education and care than do children of higher-income families.[45] **In effect, those children most at risk for long-term problems in school and life are also most at risk for receiving poor quality child care and early education services—despite the fact that those very services hold such tremendous potential to help them.**

The response of public and private institutions to the need for early childhood care and education and new systems of support for families has been fragmented, without vision, and woefully inadequate. Though there have been attempts to address early childhood care and education needs, "most state and local initiatives have been piecemeal, conflicting, and have lacked a true understanding of the complex needs that affect children's ability to learn."[46] Public and private service providers face seemingly insurmountable systemic barriers as they try to meet the needs of children and their families. Complex social problems transcend the auspices of single agencies, and require interagency collaboration in order to effectively respond to needs.[47] In Ramsey County, there are currently over 55 different funding streams in the early childhood care and education service delivery system, most of which are administered and regulated by different public and private agencies or departments.[48] Funding for programs such as Head Start and the Child Care Basic Sliding Fee is grossly inadequate. Less than 30 percent of children eligible for Head Start in Minnesota are currently being served, and only an estimated 32.1 percent of families eligible for child care sliding fee subsidies receive assistance.[49]

As a community, we need to work together to address the real needs of today's children and families. We need to work together to ensure that today's children are ready for school when they get there, and that they have a real chance to learn and succeed in life. We need to help families—families of all social and economic levels, from all cultural communities—gain both the support and the economic self-sufficiency they need to care for their children.

We must go beyond making rhetorical statements on the importance of investing in our children, and commit to concerted, long-term, collaborative efforts to improve the early childhood experiences of our children. We must transcend our own agendas, inertia, business as usual, and come together to make a real change in our community. In partnership—for the life of our children, the health of our families and the sake of our community.

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Recommendation Summary

No.	RECOMMENDATION	Action Plan Ref.	Priority Level+	Estimated Cost** Year 1	Total Years 1-5
100 — Community Awareness					
101	Implement a three- to five-year multimedia campaign targeting the general public and opinion leaders, in order to increase community awareness of: the importance of early childhood care and education; the benefits of high quality early childhood care and education services; the importance of increased investment of resources; and the Partnership recommendations.		A+	25	825
200 — Services for Children					
Seamless services					
201	Deliver Head Start services to eligible children in high quality child care programs, utilizing Head Start funding.	2	A	8	16
202	Implement a pilot project to deliver Head Start service to 20 children in family child care homes, utilizing Head Start funding.	2	A	5	10
203	Establish a collaborative arrangement between Ramsey County Community Human Services Department and Head Start for funding "wrap-around" child care for currently enrolled Head Start children who need full-day service.	2	A	3	6
204	Develop and implement methods in the St. Paul and suburban public school districts for delivering Early Childhood Special Education services to eligible children in their child care setting through contract for service, traveling staff or other means.	2	A+	*	*
205	Establish a collaborative arrangement between Ramsey County Community Human Services Department and the St. Paul and suburban public school districts for funding "wrap-around" child care for children enrolled in part-day Early Childhood Special Education classes.	2	A	5	10
206	Develop and implement model programs whereby St. Paul and suburban public school staff are placed in private early childhood programs, using public school funding.		B	0	?
Service gaps					
207	Develop and implement one or more program models (or replicate/expand existing models) for serving children with mild and moderate developmental delays or special needs, especially targeting those children ineligible for Early Childhood Special Education services.	9	A	15	215
208	Explore expanding the Minnesota Department of Education definition of eligibility for Early Childhood Special Education to allow children at-risk and with mild/moderate developmental delays to receive services, as increased federal and state resources become available.	9	A+	*	*
209	Develop a plan for effectively utilizing the state Child Care Fund for children with special needs. This plan should involve the collaboration of state and county public and private agencies and should address: the development of necessary services; the establishment of a market rate for service to the special needs population; education and training of providers; and ultimately, an increase in the revenue stream itself.	9	A+	10	50
Service shortages					
210	Study and develop services for children who are homeless, living in foster care, born to teenage mothers and living in extreme poverty.		C	0	10

+ Priority Level: A+ = should have been done yesterday, A = must be done today, B = should be done today, C = can wait till tomorrow

** Estimated Cost: All figures are in $1000s; * = no cost policy item, ? = cost unknown

No.	RECOMMENDATION	Action Plan Ref.	Priority Level†	Estimated Cost** Year 1	Estimated Cost** Total Years 1-5
211	Develop drop-in child care service options, including options for STRIDE participants, possibly through developing arrangements with existing centers and providers to utilize vacant spots for drop-in care.	7	A	10	?
212	Expand high quality before- and after-school and summer care, education and recreation programs for school-aged children through collaborative efforts of the public schools, child care providers and youth-serving agencies.	10	A	40	?
Start-up					
213	Establish a mechanism for financing and technical assistance for the start-up and ongoing operation of early childhood care and education programs.	—	B	10	?
300 — Services for Parents					
Workplace flexibility and parental leave					
301	Distribute information on Minnesota's Parental Leave Law, especially to parents and employers.	4	A	10	15
302	Lobby the legislature to designate an arm of state government to assume responsibility for outreach and enforcement of the Parental Leave Law.	4	A	0	0
303	Develop detailed recommendations and an implementation strategy for improving parental leave policy and practice.	—	B	20	30
Parent education and awareness					
304	Support and develop parent education and family support programs, including ECFE and Ramsey County Extension Service, which are culturally sensitive and accessible to all parents. Services should be developed in conjunction with neighborhood-based Early Childhood Advocates (see 401) and offered in community-based settings.	—	A+	5	25
305	Develop additional means for increasing parent education and preparedness to purchase quality care and education, potentially including video and audio tapes, telephone and computer technologies, etc. Information should be distributed through additional sources, including doctors' offices and public school curricula.	—	C	15	30
306	Develop and distribute readable and accessible information on Department of Human Services licensing standards in the form of a "Parents' Rights Handbook."	—	B	10	10
307	Distribute information on accreditation and certification standards and processes to parents, and encourage parents to use these standards in selecting quality early childhood care and education services.	—	B	6	22
Parent consultation and referral services					
308	Designate a lead agency to serve as a major clearinghouse and distributor of current referral information for parents and other agencies.	6	A+	*	*
309	Expand the capacity of referral agencies to offer referral for all services for young children.	—	B	65	225
310	Provide customized child care consultation and referral to STRIDE participants using Ramsey County resources.	7	A+	30	87
311	Increase employer purchase of child care consultation and referral services for their employees.		B	*	*
312	Investigate means by which parent fees for child care consultation and referral services can be reduced or eliminated to insure affordability and access for all parents.	—	B	0	225

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** Estimated Cost: (All figures are in $1000s) * = no cost policy item; ? = cost unknown.

No.	RECOMMENDATION	Action Plan Ref.	Priority Level†	Estimated Cost** Year 1	Estimated Cost** Total Years 1-5
313	Develop child care consultation and referral capacity in the Spanish, Hmong, Cambodian, Laotian and Vietnamese languages, and other languages as needed, through the hiring of multi-lingual, multicultural staff at referral agencies.	6	A+	30	150
314	Develop and implement a marketing program to increase the use of child care consultation and referral services.	—	B	15	35
400 — Services for Communities of Color					
Early Childhood Advocates					
401	Fund neighborhood-based Early Childhood Advocates, first in communities of color, for the purpose of providing local support and service development, and effective links with the larger service system. Advocates will be placed first in the African-American, Hispanic, Native American and Southeast Asian communities.	1	A+	200	1,000
402	Strengthen links between community agencies and child care providers of color by providing service through (and in cooperation with) neighborhood-based Early Childhood Advocates.	—	B	*	*
Agency sensitivity					
403	Increase multi-lingual and multicultural staff at key public and private early childhood care and education agencies. (In the community forums that were held by the Partnership, Ramsey County Family Child Care Licensing and Resources for Child Caring were specified.)	5	A+	5	20
404	Develop and implement strategies to increase the sensitivity and responsiveness of public and private early childhood care and education agencies to the needs and values of children and families of diverse cultures.	5	A	0	?
Provider sensitivity					
405	Develop a multicultural training program for early childhood staff, focusing on culturally sensitive curricula and working effectively with culturally diverse populations. Training should be provided by trainers of various cultural backgrounds whenever possible.	5	A+	50	180
406	Monitor the development of cultural diversity training programs for early childhood service providers as required by the state, and advocate for cultural diversity training as a requirement for licensure.	—	B	5	15
407	Develop a "rainbow certificate" to honor and recognize early childhood care and education providers who meet high standards of cultural sensitivity.	—	C	50	180
Provider supply					
408	Develop strategies to recruit, train and license culturally diverse child care providers.	—	B	10	20
409	Establish early childhood care and education centers in the Native American and Southeast Asian communities. The neighborhood-based Early Childhood Advocates will work closely with these centers.	9	A+	40	440
Housing and transportation					
410	Work with city and county public housing agencies and landlords to facilitate stable family child care in rental and public housing.	—	B	10	50
411	Work with city and county public housing agencies to establish policies which are supportive of family child care providers.	—	B	0	20
412	Fund a demonstration project to address the transportation needs of children in early childhood programs.	—	B	5	35

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** Estimated Cost: (All figures are in $1000s) * = no cost policy item; ? = cost unknown

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500 — Services for Employers

No.	RECOMMENDATION	Action Plan Ref.	Priority Level†	Estimated Cost** Year 1	Estimated Cost** Total Years 1-5
501	Identify a high-profile, employer-friendly organization to assume leadership and provide technical assistance for supporting employer involvement in early childhood care and education issues.	4	A+	100	500
502	Create a work and family professionals' network, an association of human resource professionals involved in developing work and family programs and policies.	4	A	0	0
503	Develop and distribute a brochure which outlines "family-friendly" workplace programs and policies, and how employees can discuss such programs and policies with their employers.	—	B	10	10
504	Establish an annual award similar to the "Keystone" award to honor and recognize those employers that best support families.	—	B	5	20

600 — Quality

Education/training and career development

No.	RECOMMENDATION	Action Plan Ref.	Priority Level†	Estimated Cost** Year 1	Estimated Cost** Total Years 1-5
601	Lobby the newly-established Minnesota Council on Early Childhood Care and Education to develop a career development plan for the entire early childhood care and education system, and then negotiate with the state agencies involved to integrate licensure, certification, and employment regulations in order to fit this plan.	14	A+	15	45
602	Lobby the Minnesota Council on Early Childhood Care and Education to initiate discussions among higher education and training institutions about coordination and consistency among early childhood care and education training and education programs.	14	A+	20	60
603	Gather and distribute information about existing scholarship, loan and grant programs for early childhood care and education professionals, and make recommendations for increased availability of financial assistance.	—	B	3	6

Compensation and benefits

No.	RECOMMENDATION	Action Plan Ref.	Priority Level†	Estimated Cost** Year 1	Estimated Cost** Total Years 1-5
604	Conduct a comprehensive human resource study addressing compensation issues, including these elements: study current compensation levels of early childhood service providers; define relationship between compensation levels and recruitment and retention of qualified personnel; analyze job responsibilities to define necessary knowledge, skills and abilities; conduct market analysis comparing current early childhood care and education pay levels to other industries for jobs requiring similar knowledge, skills and abilities; identify non-wage issues affecting recruitment and retention of qualified personnel, and establish short-term and long-term objectives/strategies to implement an ongoing wage and salary enhancement program.	12	A+	25	50
605	Develop mechanisms for child care providers to access benefits at group rates.	12	A+	in 604	?
606	Develop a plan for the state of Minnesota or another public entity to extend existing publicly-subsidized benefit plans to child care providers.	12	A	in 604	?

Support services for early childhood service providers

No.	RECOMMENDATION	Action Plan Ref.	Priority Level†	Estimated Cost** Year 1	Estimated Cost** Total Years 1-5
607	Identify existing resources and gaps in support service to providers. Develop a plan for coordinating these services, developing new services and increasing availability of existing resources.	—	B	20	770
608	Develop strategies to assist licensed providers, legally unlicensed family child care providers, and those desiring to become licensed, in such areas as property maintenance and compliance, purchasing of equipment and business planning.	—	C	50	600

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† Priority Level: A+ = should have been done yesterday; A = must be done today; B = should be done today; C = can wait till tomorrow.

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No.	RECOMMENDATION	Action Plan Ref.	Priority Level†	Estimated Cost** Year 1	Estimated Cost** Total Years 1-5
609	Develop means to honor, recognize and support early childhood care and education providers in the community, possibly through an annual "Recognition Day."	—	B	15	75
Outreach to unlicensed providers					
610	Develop and implement ongoing outreach efforts to unlicensed family child care providers (see also recommendation 401 regarding neighborhood-based Early Childhood Advocates.)	—	B	10	10
Accreditation and certification					
611	Encourage Head Start, United Way, St. Paul and suburban school districts, the YMCA and employers to establish a policy to accredit all of their early childhood programs.	13	A	*	*
612	Establish incentives, technical assistance and financial support for early childhood care and education programs to achieve accreditation.	13	A+	50	250
613	Establish community consensus on a certification program for family child care providers which includes parent assessment features and cultural diversity curricula.	—	B	0	10
614	Establish incentives, technical assistance and financial support for family child care providers to achieve certification.	—	C	50	250
Legislation, rules and licensing					
615	Identify and promote a process for helping parents to take a proactive role in the consideration of new legislation, rules and licensing standards regarding early childhood care and education.	—	C	0	20
616	Investigate ways that the Partnership can take a proactive role in creating and revising legislation and rules affecting the early childhood care and education system, in an effort to move rules toward consistency with the goal of providing high quality care.	—	C	in 618	in 618
617	Promote the specific recommendations of the Partnership's Licensing Subcommittee regarding the revision of Rule 2 (Licensing of Family and Group Day Care Facilities.)	—	C	0	0
618	Initiate a community-based effort to eliminate duplication in child care licensing procedures.	—	C	100	400

700 — Finance

Financial Assistance for Parents

Increase financial assistance for parents

No.	RECOMMENDATION	Action Plan Ref.	Priority Level†	Estimated Cost** Year 1	Estimated Cost** Total Years 1-5
701	Lobby for full funding of Head Start and the Child Care Fund. Funding should be increased annually with a goal of full funding by the year 2000.	11	A+	5	25
702	Review Basic Sliding Fee rates and make recommendations for raising rates to reflect more accurately the cost of providing high quality care and education services.	—	A	*	*
703	Initiate a three year project to increase employer and parent use of Dependent Care Assistance Plans (D-CAPs), and parent use of federal and state tax credits, including Earned Income Tax Credits (EITC), and Dependent Care Tax Credits.	8	A	75	225

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† Priority Level: A+ = should have been done yesterday; A = must be done today; B = should be done today; C = can wait till tomorrow.

** Estimated Cost: (All figures are in $1000s) * = no cost policy item; ? = cost unknown.

		Action Plan Ref.	Priority Level†	Estimated Cost**	
No.	RECOMMENDATION			Year 1	Total Years 1-5
Coordination of financial assistance programs					
704	Initiate a long-term effort for coordinating and addressing gaps in the delivery of all parent financial assistance services for early childhood care and education. The effort involves: Negotiating and implementing a mechanism for coordinating all existing early childhood care and education financial assistance programs; Identifying the gaps in eligibility between existing funding streams; Establishing a gap fund to provide continuity in services for children and parents; Lobbying to increase funding stream flexibility and reduce restrictions on use of funds; Lobbying to expand funding streams to eliminate service gaps.	3	A	25	2,400
STRIDE					
705	Develop policies and procedures in Ramsey County Community Human Services which will reduce STRIDE child care payment processing delays at peak school enrollment times, such as re-allocating staff, or hiring temporary assistance if necessary.	—	C	6	30
706	Develop policies and procedures in Ramsey County Community Human Services which will ensure that AFDC and STRIDE parents will not lose child care assistance for which they are eligible. Special attention should be paid to making appropriate terminations from AFDC and informing parents of their potential eligibility for transition year child care funding.	7	A+	*	*
707	Lobby the state of Minnesota to change its rules to give STRIDE case workers the discretion to approve additional child care for parents' study time.	7	A	0	0
708	Establish a County procedure for preliminary approval of child care assistance for STRIDE participants to accommodate the need for rapid approval of financial assistance at the beginning of semesters.	—	B	*	*
800 — Revenue Generation					
Short-term Start-up and Leverage Funding					
Fund raising					
801	Initiate a multimillion dollar fundraising campaign to generate the funds necessary to implement the Partnership recommendations.	—	A+	100	300
Maintain base funding					
802	Encourage funders to establish a policy not to reduce funding for effective early childhood services in order to fund new initiatives.	—	A+	*	*
Expand use of existing funding					
803	Ensure that all accredited providers receive the 10% accreditation bonus allowed for in the state Child Care Fund.	—	A	5	10
Increase flexibility of existing funding					
804	Lobby the state of Minnesota to require HMOs and private insurance companies to cover pediatric therapeutic services for young children with mild/moderate developmental delays, and/or are otherwise ineligible for publicly subsidized service.	—	B	5	15
805	Lobby the federal government to extend the federal dependent care tax credit to the children of family child care providers.	—	C	in 913	in 913
806	Lobby the federal government to amend the D-CAP (salary redirection) tax credit to increase its benefit for low income families.	—	C	in 913	in 913
807	Lobby to extend the state Child Care Fund for children with special needs to include all children involved with Child Protection, regardless of their parents' employment or educational status.	—	A	0	0

† Priority Level: A+ = should have been done yesterday; A = must be done today; B = should be done today; C = can wait till tomorrow.

** Estimated Cost: (All figures are in $1000s) * = no cost policy item; ? = cost unknown.

No.	RECOMMENDATION	Action Plan Ref.	Priority Level†	Estimated Cost** Year 1	Estimated Cost** Total Years 1-5
Long-term Continuing Revenue					
Establish long-range vision					
808	Establish a collaborative planning and decision-making process among the major funders on their primary focus for long-term funding responsibility for early childhood care and education, in order to minimize unnecessary duplication, address service gaps and to make more effective use of existing resources.	—	A	*	*
Expand current funding					
809	Lobby for annually increased federal funding for the Child Care and Development Block Grant.	—	A	in 913	in 913
Create new funding streams					
810	Work with St. Paul and suburban public schools to include the funding for early childhood care and education services, consistent with the Partnership's vision, in their next referendum.	—	A	0	0
811	Develop a plan to create and lobby for public school taxing authority for early childhood care and education services, and then use generated resources to contract for services with existing providers.	—	B	0	0
Generate new ideas					
812	Continue to explore and develop new creative methods to bring revenue into the early childhood care and education system.	—	B	0	0
900 — Structure and Leadership					
Leadership Structure					
901	Establish a three-part leadership structure, including an Early Childhood Care and Education Council, staff, and community advisory groups.	—	A+	*	*
902	Establish the Early Childhood Care and Education Council in Ramsey County.	—	A+	*	*
903	Establish agreement among Early Childhood Care and Education Council members to: use the Council as their forum for addressing early childhood care and education issues and unmet needs, for problem-solving and for information-sharing; select a CEO-level representative to the Council who can act on behalf of the organizations on the Council; use the Partnership recommendations as a guide in developing plans, annual budgets and new initiatives for their own agencies; instruct staff from their agencies to work collaboratively with staff hired or contracted by the Council.	—	A+	*	*
904	Contract with an existing community agency for primary staff to implement the Partnership recommendations under the direction of the Early Childhood Care and Education Council.	—	A+	200	500
905	Establish collaborative agreements between the Early Childhood Care and Education Council and community agencies for staff to lead implementation of certain specific Partnership recommendations.	—	A+	*	*
906	Appoint eight to fifteen persons to serve as members of an Advisory Group for Staff in implementing the Partnership recommendations or Council actions.	—	A+	*	*
907	Appoint ad hoc advisory groups as needed to assist in implementing specific Partnership or Early Childhood Care and Education Council recommendations.	—	A+	*	*
Data, monitoring and evaluation					
908	Select an evaluator to measure community progress in implementing the recommendations, and the effectiveness of the leadership structure in facilitating community progress.	—	A+	40	120

† Priority Level: A+ = should have been done yesterday; A = must be done today; B = should be done today; C = can wait till tomorrow.

** Estimated Cost: (All figures are in $1000s) * = no cost policy item; ? = cost unknown.

No.	RECOMMENDATION	Action Plan Ref.	Priority Level†	Estimated Cost** Year 1	Estimated Cost** Total Years 1-5
909	Create and maintain a database, using existing public and private data sources, to measure the need and supply of early childhood care and education services, and community progress in achieving Partnership goals.	—	A+	40	100
Planning					
910	Commit to joint cooperative planning regarding funding, information collection and distribution, policy making and service development in early childhood care and education.	—	A+	*	*
Reporting to the community					
911	Prepare and distribute regular reports to the community on early childhood care and education needs, opportunities for investment, community progress in implementing Partnership recommendations, and upcoming plans of the Council.	—	A	in 904	in 904
Advocacy					
912	Establish an annual state legislative agenda for the Early Childhood Care and Education Council.	—	A+	*	*
913	Establish a collaborative agreement with existing advocacy groups to organize support for the Partnership legislative agenda.	—	A	10	50
	TOTAL ESTIMATED COST (in thousands)			$1,696	$10,807

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† Priority Level: A+ = should have been done yesterday; A = must be done today; B = should be done today; C = can wait till tomorrow

** Estimated Cost: (All figures are in $1000s) * = no cost policy item; ? = cost unknown.

PART II
Draft Action Plan

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The Community Partnership:
Child Care and Early Education

The Vision

A partnership between families and the community, ensuring high quality, affordable, accessible, early childhood care and education for all children, benefiting everyone.

Draft Action Plan

This Action Plan highlights the priority recommendations of the Task Force of the Community Partnership: Child Care and Early Education.

Note that this is an early draft of an Action Plan. Actual plans for implementation will be finalized Fall 1992.

(Draft Spring 1992)

The Situation

Minnesota and Ramsey County have given more attention to early childhood care and education than most parts of the country and we have many strengths to build on. Despite this, community leaders and service providers recognize that significant change and improvement are still needed in the way early childhood care and education (ECCE)* services are delivered in Ramsey County. The Community Partnership was established to respond to this need.

We began by identifying these problems in our current situation:

- **The system itself.** Our services are fragmented, with a complex pattern of funding streams, a piecemeal approach to addressing problems, and significant service gaps in the system. Many employers have not addressed the ECCE needs of employees, resulting in a less productive workforce and high levels of work/family stress. The system does not adequately support parents who wish to stay home to care for their children. A shared vision of the future is needed, with organized leadership structures at the state and local level to identify, advocate, and garner support for improvements for children and families.

- **Inclusion.** The formal service system does not respond adequately to ECCE needs and concerns at the individual and neighborhood level. Vital community networks are either not in place, or are not effectively linked with the larger service system. In particular, we have failed to hear the voices of communities of color.

- **Quality.** Early childhood care and education is generally undervalued as a profession, which makes it difficult to keep a sufficient number of qualified people in the field. Because we under-value providers, supports for quality service (such as compensation, benefits, education and training, support services, etc.) are inadequate. In addition, programs to assure quality (such as accreditation, certification, and licensing) are ineffective or underused.

- **Community awareness/education.** The community as a whole doesn't agree on what children need during their early years, or what the consequences are when they don't get what they need. Many employers are unaware of the vital link between work/family needs and productivity. Even more sobering, many parents are inadequately prepared to recognize, select, and demand quality care and education for their children.

- **Money.** The majority of the money in the current ECCE system comes directly out of parents' pockets (an estimated $72 million of $125 million in Ramsey County.) The public monies aimed at ECCE are insufficient, and service providers are subsidizing the system by accepting low wages. The consequences of this financial structure are that many parents can't afford the services they need, and the system doesn't generate enough money to provide high quality services.

*ECCE is used throughout as shorthand for early childhood care and education.

What We Want to Happen

This is what we'd like to accomplish for children and families in Ramsey County within ten years:

- All children will have access to high quality*, affordable early childhood care and education services which provide a safe, nurturing environment and adequate learning readiness.

- The availability of high quality, affordable early childhood care and education services for all families will eliminate a significant barrier to employment, advancement, and economic self-sufficiency.

- Improved family-friendly workplace policies will be in place, increasing working parents' productivity and decreasing work/family stress.

In order to realize these goals, we as a community are committed to the following values:

- That all families should have equal access to high quality early childhood services;
- That lack of money should not force any family to settle for low quality services;
- That families of all ethnic, racial and religious heritages should be able to find child care and early childhood services that share their values and their cultures.

* In order to measure success, the desired outcomes in terms of quality, accessibility, and affordability will need to be defined. These policy decisions must be made by the Early Childhood Care and Education Council early on.

How We Get There

(Highlights of The Workplan)

For our ten-year vision to be realized, we must begin today. The priority initiatives for the Partnership fall into three major categories:

- collaboration and inclusiveness
- serving all children and families
- high quality and learning readiness.

This is how we start, in 1992:

- **Build new collaborations and greater inclusiveness in the early childhood care and education system.**

The Partnership calls for a substantial change in the way decisions are made and funds are distributed for early childhood care and education services. New collaborations must be forged, with input from the community. Key funders must consult with one another regarding the way resources for young children are spent. The Partnership also calls for increased self determination at the neighborhood level and an effective way to include groups which have traditionally been excluded. Leadership and assistance must be developed to challenge and help employers to meet the early childhood care and education needs of their employees.

1. **Fund neighborhood-based early childhood advocates, first in communities of color, for the purpose of providing local support and effective links with the larger service system.**
   OBJECTIVE: Four advocates operating and plans for two more in place by 1/93.
   (Recommendation 401)

2. **Provide continuity of services for children with full-day care needs by linking child care services and funds to other programs serving young children, beginning with Head Start and Early Childhood Special Education.**
   OBJECTIVE: Part-day service will become full-day for (#) of children by 1/93.
   (Recommendations 201, 202, 203, 204 & 205)

3. **Develop a means to coordinate all financial assistance programs related to early childhood care and education services, so that children and families do not experience interruption in service.**
   OBJECTIVE: Initial plans for coordination in place by 1/93.
   (Recommendation 704)

4. **Help employers develop family-friendly workplace policies, including parental leave, by establishing leadership, assistance and incentives for employer involvement.**
   OBJECTIVE: Establish an employer-friendly leadership organization to facilitate employer involvement in early childhood care and education by 1/93.
   (Recommendations 301, 302, 501 & 502)

5. **Increase inclusivity and sensitivity by providing multi-cultural training for early childhood staff, and establishing multilingual, multi-cultural staff at key service agencies.**
   OBJECTIVE: All Ramsey County early childhood care and education providers will have access to training in implementing a culturally sensitive curriculum by 1/94.
   (Recommendations 403, 404 & 405)

How We Get There *(Cont'd)*

- **Ensure all children and families have access to the services they need.**

The Partnership calls for changes which will result in improved access to quality early childhood care and education for ALL children and their families. We want to make our existing service structures more effective, and create new services where necessary, to bridge the gaps in services for children and families.

6. **Increase consumer education efforts for all parents, starting with the development of multilingual, multi-cultural staff for consultation and referral services.**
OBJECTIVE: Resource and referral services will have multilingual staff in place by 1/94.
(Recommendations 308 & 313)

7. **Increase effectiveness of the STRIDE (welfare reform) child care component, starting with individualized consultation and referral services.**
OBJECTIVE: Individualized consultation and referral services will be available for all Ramsey County STRIDE participants by 1/94.
(Recommendations 211, 310, 706 & 707)

8. **Start a 3-year effort to help employers and parents increase use of salary re-direction programs (Dependent Care Assistance Plans) and federal and state tax credits for ECCE services.**
OBJECTIVE: The number of small employers offering D-CAPS will increase from 10% to 15% by 1/96. The total number of employees using D-CAPS will increase from 5% to 7.5% by 1/96.
(Recommendation 703)

9. **Establish early childhood care and education centers in the Native American and Southeast Asian communities, and develop model programs to serve children with special needs.**
OBJECTIVE: 150 early childhood slots will be created by 1/94 to serve these three populations, which are currently unserved.
(Recommendations 207, 208, 209 & 409)

10. **Expand high quality before- and after-school program options through collaborative efforts of schools, child care providers, and youth-serving agencies.**
OBJECTIVE: Initial plans for expansion of before- and after-school programs will be in place by 1/93.
(Recommendation 212)

11. **Lobby for full funding of Head Start and the state Child Care Fund.**
OBJECTIVE: 100% of eligible families will be served by the year 2000.
(Recommendation 701)

How We Get There *(Cont'd)*

- **Commit to high quality services and learning readiness.**

  The Partnership calls for immediate, substantial action to mobilize the needed supports that will increase the quality of early childhood care and education services. High quality services that appropriately meet developmental, nurturing and educational needs also address the learning readiness needs of our young children.

12. **Improve compensation and benefits for early childhood care and education providers through development of a comprehensive human resources plan.**

    OBJECTIVE: A link for child care providers to an existing benefits plan will be established by 1/94, with 50 providers participating in the first year.

    (Recommendations 604, 605 & 606)

13. **Establish assistance and support to accredit ALL early childhood care and education programs, including all publicly-funded programs.**

    OBJECTIVE: 75% of all Ramsey County ECCE programs will be accredited or in the process of accreditation by 1/96.

    (Recommendations 611 & 612)

14. **Create an ECCE career development plan for all providers, including the coordination of licensing requirements and post-secondary education and training.**

    OBJECTIVE: The Minnesota Council will contact higher education and training institutions to discuss collaboration and consistency by 1/93.

    (Recommendations 601 & 602)

How We Pay For It

In order to implement the Partnership's priority initiatives, we must do three things:

1. redirect new and existing public funds to better use;
2. lobby state and federal governments for increased funding, and;
3. raise start-up and leverage funding from public and private sources.

The cost of the recommendations for the first year is $2.279 million. $1.485 million of this can come from the redirection of new and existing public funds. Public-private fundraising will generate the remaining $794,000.

Similar amounts will be needed over the next several years. A detailed budget showing the cost and potential source of funds for each recommendation has been prepared. The recommended contributions and potential revenue sources for each funder are detailed in separate documents.

The fundraising goal is only about 1% of the total amount spent for child care and early education services, which in Ramsey County amounts to about $125 million annually.

Each year, parents spend an estimated $72 million out of their own pockets for child care and early education services in Ramsey County. An additional estimated $53 million is spent through public and private programs including Early Childhood Special Education, Head Start, United Way, tax credits, child care sliding fee, and over 40 other sources.

Costs

(in thousands of dollars)

	Total Expenses	**Available** through New/Existing Funds	**Needed**
Year One	$2,796	$1,485	$ 794
Year Two	$3,719	$2,334	$1,385
Year Three	$3,692	$2,628	$1,064

What is Needed Today from the Major Institutions

- **Agree to joint planning and collaboration, as spelled out in the individual constituency workplans.**

- **Agree to establish and participate in an Early Childhood Care & Education Council to facilitate collaboration.**

- **Agree to help pay for the priority initiatives and costs of implementation.**

PART III
The Recommendations

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Part III: The Recommendations

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A few words on how to read these recommendations

Priority Levels

Priority levels for the recommendations were set by the Task Force and Steering Committee members based upon many considerations including feasibility, resources, political climate, timeliness, urgency of need, etc. It is expected that further prioritization may take place before decisions regarding implementation are made.

The priority rating scale reveals the sense of urgency with which action must be taken.

A+ = should have been done yesterday
A = must be done today
B = should be done today
C = can wait until tomorrow

Most of the service recommendations rated at A+ or A level of priority are incorporated into "Highlights of the Workplan" in the Draft Executive Summary found in Part 1 of this report. The high priority recommendations for Community Awareness, Finance and Structure and Leadership were assumed to be necessary for the implementation of any of the Partnership recommendations.

Lead Agencies

The Task Force made suggestions on which community agencies or organizations could take a lead role in implementing some of the recommendations. For many recommendations, the Lead Agency has yet to be determined. For some initiatives, Partnership staff should play a lead role, and this is indicated as "Partnership Staff".

Affiliates

For many of the recommendations, the Task Force made suggestions on which community agencies and organizations should be included in implementation efforts and/or further planning and development. Lists of affiliates are not intended to be exclusive, and should not be considered complete.

KEY:

Priority Level

A+	should have been done yesterday
A	must be done today
B	should be done today
C	can wait until tomorrow

Estimated Cost

All figures are in $1,000s.

Cost: 10 | 50

1st # = cost for first year
2nd # = total cost for first five years
* = no cost policy item
? = cost unknown

Lead Agency

The agency/organization recommended to take a lead role in implementation.

Affiliates

The agencies/organizations potentially involved in implementation.

Estimated Cost

The cost estimates that are attached to the recommendations are very rough estimates, and are provided for the purpose of estimating the overall cost of the package of recommendations. The first number indicates the cost for the first year of implementation, and the second number estimates a total cost for the first five years. In several cases, long term costs are unknown. For each recommendation, further refinement of actual cost and a plan for generation of funds will be required.

Status Quo Statements

Status Quo statements and Need/Barriers outlined for the recommendations provide background information and context on the nature of the problems and issues that are being addressed. These statements were developed based on published and unpublished research, the expert knowledge of Task Force members and community input. A Report Supplement which summarizes research and program models pertinent to Partnership recommendations is available. (See p. 169 for information on how to obtain Supplement.)

Structure and Leadership

Unlike the rest of the recommendations, those regarding Structure and Leadership are not likely to be implemented as they appear in this report. As indicated in the introduction to the Structure and Leadership section (p. 131), the Partnership is currently in the process of determining its future structure for leadership and implementation. The recommendations presented here represent only one structure option under consideration.

Further Development of Recommendations

Many of the recommendations will require further planning and development before implementation. In fact, some recommendations call specifically for further study and planning. It is expected that implementation plans for each individual recommendation will be accomplished through the efforts of staff, lead agencies, affiliates and the Partnership's leadership structure.

Issues That Have Been Resolved

Some of the issues for which recommendations were proposed were resolved over the course of the two-year planning process. In cases where issues had been resolved at the time this report was published, this is indicated in the text.

RESOLVED

Common Vision

"It takes a whole village to raise a child."

The Partnership envisions a coordinated early childhood care and education service system which assures a full range of high quality, affordable, accessible services for all children and families, with community-wide vision, policies and leadership. In order to realize this vision, the whole community must work together collaboratively to meet the needs of our children.

Status Quo

The characteristics of the early childhood care and education system in Ramsey County are as follows:

- Child care and early education services constitute a mixed service delivery system with significant levels of both private and public sector involvement and money. Of $125 million spent annually in Ramsey County on early childhood care and education services, $72 million comes directly from parents.
- Different players in the community have become involved in early childhood care and education for different reasons:
    - the education system is involved to improve learning readiness and educational achievement;
    - the human service system is involved in order to facilitate economic self-sufficiency, reduce welfare dependency and ameliorate the effects of poverty on children;
    - Head Start was created as part of the War on Poverty to ensure the American promise of equal opportunity;
    - employers are involved to assure a productive and skilled workforce; and,
    - private child care centers and family child care homes are involved in response to parents' needs for care for their children while they are working or in education/training programs.
- Planning, policy-making, funding and service delivery have been carried out independently by these individual players, according to their various institutional missions and regulations. As a result, we lack a comprehensive and common vision for service for young children, and the early childhood service system suffers from inequity, discontinuity and fragmentation.
- The institutions which have established early childhood services and policy have operated in isolation from the community itself, resulting in services which do not effectively respond to community needs. Community members (especially parents, people of color, and service providers) who often have the best understanding of needs, are not included in decision-making processes.
- The various players have failed to take into account that "child care" and "early education" represent two dimensions of the same need for young children. 62% of children under age 6 have working mothers, and need full day care services. Other children have parents who are in education/training programs or looking for jobs, and

these children need care while their parents are not able to care for them. Children who need some type of educational or specialized service (such as Head Start, early intervention, learning readiness, or special education) may also have full day care needs. Currently, most children who need both some type of specialized service *and* full day care cannot cannot get them both in the same location.

- The working relationships that have been established through the two year planning and development effort of the Community Partnership provide a solid base upon which to build a collaborative community strategy to implement the Partnership blueprint.

Recommendation for a Common Vision

All public and private agencies in Ramsey County involved in funding or delivery of early childhood care and education services should agree to:

- work to accomplish their own institutional missions in ways which are consistent with the shared community vision for young children;
- establish policies and services in ways that ensure that child care programs have a high quality early education/learning readiness component, and that education programs and specialized services are available in full day care settings;
- collaborate in planning, funding, policy-making and service delivery with other key public and private sector players; and
- include groups that have not been fully included in decision-making processes in the past (especially parents, people of color and direct service providers.)

Community Awareness

Successful implementation of the Partnership recommendations depends upon a greatly increased awareness and understanding in the community of the importance of high quality early childhood care and education. A successful community awareness effort will determine the community's ability to make educated, informed decisions and will ensure the commitment of necessary resources for early childhood care and education services.

Need/Barrier

Community awareness and understanding about the importance and impact of quality early childhood care and education services is not sufficient to generate support and mobilize action for necessary service improvement and increased funding. In addition, lack of public awareness about the issues and barriers in early childhood care and education has been a barrier to addressing the needs of our young children effectively.

101

A+

Implement a three- to five-year multimedia campaign targeting the general public and opinion leaders, in order to increase community awareness of:
- the importance of early childhood care and education,
- the benefits of high quality early childhood care and education services,
- the importance of increased investment of resources, and
- the Partnership recommendations.

The Task Force identified a number of issues that may be incorporated into the final design of the Community Awareness Campaign:
- the current situation in early childhood care and education,
- the necessity of increased investment of resources,
- the consequences of poor quality care and education, and the benefits of a high quality early childhood experience,
- child development norms and the early identification of children with potential developmental concerns,
- the link between adequate education, training and compensation for providers and the quality of services for children,
- licensing, accreditation and certification standards,
- financial assistance programs for families, including: the Child Care Fund, Head Start, D-CAPs, and federal and state tax credits.

KEY:

Priority

A+	should have been done yesterday
A	must be done today
B	should be done today
C	can wait until tomorrow

Estimated Cost

All figures are in $1,000s.

Cost: 30 | 45

1st # = cost for first year

2nd # = total cost for first five years

* = no cost policy item

? = cost unknown

Lead Agency

The agency/organization recommended to take a lead role in implementation.

Affiliates

The agencies/organizations potentially involved in implementation.

- the benefits of coordinating services for children, parents, providers and funders,
- current legislative mandate regarding parental leave,
- current legislative mandates regarding services to young children with special needs,
- the importance of early childhood experiences in building a productive adult work force,
- the necessity and advantage of employer responsiveness to the child care and family needs of employees,
- ways in which parents, providers and employers can become active in advocacy and lobbying efforts for children and families.

The Task Force also discussed possible ways of implementing the campaign:

- Hire a marketing/public relations firm to design and launch the campaign.
- Initiate discussions on incorporating child development education/ training into public school curricula and programming through youth-serving organizations.
- Develop strategies with United Way's Success by Six Initiative, in order to find ways to link the Partnership's priorities with their Ramsey County community awareness efforts.
- Begin discussions with corporate and charitable sponsors to determine possible cooperative initiatives.

Cost: 25 | 825
Lead Agencies: United Way and ECFE
Affiliates:

Adult and Children's Alliance
child care providers
Consumer Alternatives
doctors' offices
family resource centers
MCCI
Minnesota Extension Service-Ramsey County
Ramsey County Community Human Services
religious institutions
television/radio/newspapers/magazines
others to be determined

advertising agencies
community groups
Department of Education
employers
local school districts
Resources for Child Caring
youth-serving organizations

Services for Children

With children as the #1 priority, the Task Force developed a plan for service development and and policy change which had the needs and best interests of our children at the core.

Ramsey County has a strong base of early childhood care and education services upon which to build. Many different services addressing different levels of family and child need are available. Unfortunately, many successful specialized programs are underfunded and can serve only a limited number of families and children. Gaps and shortages in service exist, and the system is characterized by a lack of coordination among existing public and private programs.

For children with full day care needs, other needed services should be delivered in coordination with the child care setting. For example, a child with special needs who is eligible for Head Start but also needs full day child care service, should not be required to travel to three different service settings for Head Start, Early Childhood Special Education and child care services.

Our early childhood care and education system must effectively respond to the individual needs of our children. This requires a full range of high quality, affordable and accessible services that address needs for early learning and development, as well for care during the hours that children's parents are unable to provide care for them. Services must be provided in a culturally sensitive manner and must respond to the individual needs of the child and family.

All of the initiatives presented throughout this report have the needs of our children at the core. Those that are summarized in this section include:

- **providing "seamless service"** by linking various early childhood service options with one another to better serve the children,
- ensuring a full range of services to meet the needs of all children by **addressing the gaps in service**, particularly with respect to services for children with special needs,
- **addressing the shortages in service**, especially for drop-in care and before-and after-school programs, and
- providing resources and technical assistance necessary for **program start-up**.

KEY:

Priority

A+ should have been done yesterday
A must be done today
B should be done today
C can wait until tomorrow

Estimated Cost

All figures are in $1,000s.
| 30 | 45 |
1st # = cost for first year
2nd # = total cost for first five years
* = no cost policy item
? = cost unknown

Lead Agency

The agency/organization recommended to take a lead role in implementation

Affiliates

The agencies/organizations potentially involved in implementation.

Seamless services

Status Quo

Children and families face a fragmented array of services for early childhood care and education. Part-day services such as Head Start and Early Childhood Special Education are not effectively coordinated with full-day early childhood care and education programs. This creates problems for young children with full-day care needs, who must be transported from one service setting to another in order to take advantage of services that are needed. Children are expected to come to the service, rather than the service responding to the child in the setting which is most appropriate.

At the heart of the problem is the fragmented array of categorical services designed, funded, administered and delivered by different public and private agencies for different but overlapping purposes. Because the complete removal of categorical restrictions governing the current system will not happen in the immediate future, our recommendations focus on coordinating funding streams and service delivery in order to create seamless service for children and families.

By "seamless service" we mean services that are organized and coordinated to reduce fragmentation, categorization and discontinuity. Service delivery should be coordinated so that families and children do not have to move from one service setting to another in order to obtain services that are needed. Funding streams should be coordinated and combined in order make best use of limited resources and to simplify access for parents.

Need/Barrier

In Ramsey County, Head Start programming typically is offered for only 12 hours a week, for only 32 weeks in the year and is primarily center-based. Because an estimated 35% of Head Start enrollees need full-day child care, many of these children must be transported to child care programs before or after their part-day Head Start service.

201

A Deliver Head Start services to eligible children in high quality child care programs, utilizing Head Start funding.

Cost: 8 | 16
Lead Agency:
Affiliates:
early childhood care and education programs
Early Childhood Director's Association
Head Start
Ramsey County Community Human Services
Resources for Child Caring
others to be determined

202
A

Implement a pilot project to deliver Head Start service to 20 children in family child care homes, utilizing Head Start funding.

Cost: 5 | 10
Lead Agency:
Affiliates:
family child care providers
Head Start
Ramsey County Community Human Services
Resources for Child Caring
Wilder Family Child Care Network
others to be determined

203
A

Establish a collaborative arrangement between Ramsey County Community Human Services Department and Head Start for funding "wrap-around" child care for currently enrolled Head Start children who need full-day service.

Cost: 3 | 6
Lead Agency:
Affiliates:
early childhood care and education programs
Early Childhood Director's Association
family child care providers
Head Start
Ramsey County Community Human Services
Resources for Child Caring
Wilder Family Child Care Network
others to be determined

Need/Barrier

In Ramsey County, Early Childhood Special Education services are offered for only a few hours per week. Though some home-based services exist, services are primarily school site-based, particularly within the city limits of St. Paul. Some of the children receiving Special Education services have full-day child care needs and must be transported, creating instability in their environment and interrupting their day.

204
A+

Develop and implement methods in the St. Paul and suburban public school districts for delivering Early Childhood Special Education services to eligible children in their child care setting through contract for service, traveling staff or other means.

Cost: * | *
Lead Agency:
Affiliates:
early childhood care and education programs
Early Childhood Special Education

See Key at the beginning of this section for information on how to interpret recommendations.

family child care providers
Interagency Early Intervention Coordinating Committee (IEIC)
Ramsey County Community Human Services
Resources for Child Caring
others to be determined

205
A

Establish a collaborative arrangement between Ramsey County Community Human Services Department and the St. Paul and suburban public school districts for funding "wrap-around" child care for children enrolled in part-day Early Childhood Special Education classes.

Cost: 5 | 10
Lead Agency: Partnership Staff
Affiliates:
see Recommendation 204

Need/Barrier

The private child care system could benefit from linking with public school funds to improve staff/child ratios and increase quality of service. A successful program in Milwaukee, Wisconsin, has placed public school early childhood teachers in private early childhood programs, resulting in improved staff/child ratios and increased quality of service and learning readiness.

206
B

Develop and implement model programs whereby St. Paul and suburban public school staff are placed in private early childhood programs, using public school funding.

Cost: 0 | ?
Lead Agency: Partnership Staff
Affiliates:
early childhood care and education programs
public school districts
others to be determined

(See also Recommendation 704 regarding coordinating financial assistance programs for parents.)

Service gaps

Status Quo

Children and families require a full range of early childhood services to meet varying levels of individual need. Our current system does not provide the full range of services that are needed. Early Intervention specialists and early childhood service providers statewide have expressed concern about a major gap in services for young children with special needs. Specifically, we refer to the children who do not qualify for Early Childhood Special Education services under current eligibility guidelines and definition of "special needs." These children are "at-risk", and have special needs such as mild/moderate developmental delays and behavioral and social/emotional concerns, and are frequently in need of some type of specialized therapeutic or preventive service. For many of these children, traditional early childhood care and education programs are the only service option, and these programs need additional resources in order to address fully and effectively the needs of these children.

Another major gap in the service system identified by the Task Force is the lack of early childhood programs designed to serve the needs of Native American and Southeast Asian populations. Recommendation 409, p. 79, addresses this concern. Gaps in financial assistance programs for parents are addressed in Recommendations 701-704, pp. 102–104.

Need/Barrier

Eligibility criteria for Early Childhood Special Education services are very restrictive, and as a result, many children with mild or moderate developmental delays or social/emotional or behavioral problems are not eligible for services under these guidelines. These children require more intensive specialized service than is available through standard early childhood care and education programs, but no funding stream currently exists to address the service needs of these children.

207
A

Develop and implement one or more program models (or replicate/expand existing models) for serving children with mild and moderate developmental delays or special needs, especially targeting those children ineligible for Early Childhood Special Education services.

Cost: 15 | 215
Lead Agencies: Wilder Early Childhood Services, Interagency Early Intervention Coordinating Council (IEIC)
Affiliates:
Department of Education and public schools
early childhood care and education programs
health care providers and therapeutic specialists
HMOs and third party payers
parents
special needs programs
others to be determined
Early Childhood Special Education
family child care providers
Head Start
hospitals
social workers
St. Paul Rehabilitation Center

208
A+

Explore expanding the Minnesota Department of Education definition of eligibility for Early Childhood Special Education to allow children at-risk and with mild/moderate developmental delays to receive services, as increased federal and state resources become available.

Cost: * | *
Lead Agency:
Affiliates:
Minnesota Department of Education
Minnesota Interagency Coordinating Council (ICC)
others to be determined

See Key at the beginning of this section for information on how to interpret recommendations.

Need/Barrier

The state Child Care Fund could potentially be used to pay for child care services for children with special needs, with a higher rate of reimbursement for service that is more intensive and thus more costly. This would be particularly beneficial for children with mild/moderate developmental delays and behavioral and social/emotional concerns who are not eligible for Early Childhood Special Education, but are currently served in traditional early childhood care and education settings. At present, this higher reimbursement rate is not being accessed. The barriers include: the lack of an established market rate for serving this population, the lack of programs/providers to serve children with special needs, the lack of appropriate training for providers, and the lack of awareness among providers that they can charge a higher rate for serving this population.

209

A+

Develop a plan for effectively utilizing the state Child Care Fund for children with special needs. This plan should involve the collaboration of state and county public and private agencies and should address:
- the development of necessary services;
- the establishment of a market rate for service to the special needs population,
- education and training of providers, and
- ultimately, an increase in the revenue stream itself.

Cost: 10 | 50
Lead Agency:
Affiliates:
to be determined

Service shortages

Status Quo

In addition to the specific service gaps identified above, there are a number of service shortages in the early childhood care and education system, including: infant care, drop-in care, sick child care, school-age child care, services for homeless children, services for children in foster care or otherwise involved with Child Protection, services for children living in extreme poverty, and services for children born to teenage mothers.

Need/Barrier

Early childhood care and education professionals have identified a lack of appropriate early childhood care and education services for children who are at-risk due to homelessness, extreme poverty, teen parenting, or placement in foster care.

210

C

Study and develop services for children who are homeless, living in foster care, born to teenage mothers and living in extreme poverty.

Cost: 0 | 10
Lead Agency:
Affiliates:
to be determined

Need/Barrier

There are not enough child care providers offering drop-in child care services. This is a particular problem for STRIDE participants during the assessment and job search phases of the program. (For background information on STRIDE, see p. 104)

211
A

Develop drop-in child care service options, including options for STRIDE participants, possibly through developing arrangements with existing centers and providers to utilize vacant spots for drop-in care.

Cost: 10 | ?
Lead Agency:
Affiliates:
to be determined

Need/Barrier

Before- and after-school and summer care, education and recreation programs for children through age 12 are limited in number and/or do not appropriately meet the needs of children and parents.

212
A

Expand high quality before- and after-school and summer care, education and recreation programs for school-aged children through collaborative efforts of the public schools, child care providers and youth-serving agencies.

Cost: 40 | ?
Lead Agency: to be determined
Affiliates:
4-H
Child care centers
Family child care providers
Historical Society
Libraries
Museums
YMCA
others to be determined
Camp Fire
Department of Parks and Recreation
Girl Scouts and Boy Scouts
Latch-Key programs
Little League and other team sports
St. Paul and Suburban schools
YWCA

See Key at the beginning of this section for information on how to interpret recommendations.

Program start-up

Need/Barrier

The lack of available financing and/or technical assistance is frequently a barrier to the start-up of new high quality early childhood care and education programs, and contributes to the service shortages articulated above.

213
B

Establish a mechanism for financing and technical assistance for the start-up and ongoing operation of early childhood care and education programs.

Funds should be made available to assist new and existing programs in meeting and maintaining quality standards. Technical assistance services should include:

- assistance to prospective and current providers in attaining and maintaining quality standards,
- assistance in program development and expansion,
- identifying needs for new services,
- advocating for providers, and,
- assisting providers in obtaining necessary resources.

Cost: 10 | ?
Lead Agencies: for family child care—Resources for Child Caring, Wilder Early Childhood Services; for child care centers—Congregations Concerned for Children, Resources for Child Caring.
Affiliates:
to be determined

Services for Parents

The Partnership envisions a community in which parents are supported in their role as the most important and influential educators and caregivers in their childrens' lives. Parents' need for assistance in their efforts to locate and provide quality early childhood care and education experiences for their children must be addressed, and parents who wish to care for and educate their own children should be supported to that end.

Of primary concern to many parents is the high cost of quality early childhood care and education services. Parents are largely responsible for covering the cost of care and education for their young children, and high quality services are not affordable for many parents. A comprehensive set of recommendations regarding financial assistance for parents may be found in section 700, p. 99.

Three important strategies presented here are:

- addressing needs for improved **workplace flexibility and parental leave** policies and practices, while also supporting parents who wish to care for and educate their own children,
- developing **parent education and awareness** efforts to increase understanding of child development and parenting issues and to increase parent preparedness to purchase high quality service for their children, and,
- improving **parent consultation and referral services** to assist parents in locating quality early childhood care and education services for their children.

Workplace flexibility and parental leave

Status Quo

Workplace flexibility and parental leave are critically important and complex issues. Improvement in current policy and practice is essential to progress in addressing families' needs. The Task Force recommends an employer leadership group (see Recommendation 501, p. 82) which will assist employers in addressing these and other work/family issues from a business perspective.

Minnesota currently has a mandated parental leave policy which requires employers with 21 or more employees to offer 6 weeks unpaid parental leave following the birth or adoption of a

KEY:

Priority Level

A+ should have been done yesterday

A must be done today

B should be done today

C can wait until tomorrow

Estimated Cost

All figures are in $1,000s.

Cost: 10 / 50

1st # = cost for first year

2nd # = total cost for first five years

* = no cost policy item

? = cost unknown

Lead Agency

The agency/organization recommended to take a lead role in implementation.

Affiliates

The agencies/organizations potentially involved in implementation.

child. Health insurance coverage must be made available to the parent during the leave, but employers are not required to contribute to the cost. Though Minnesota is ahead of other states with respect to this issue, our parental leave policy fails to meet the needs of all parents adequately. Recommendations follow which focus on improved parental leave policy and practice, and more extensive strategizing than has been done to date.

Need/Barrier

Many parents and employers are unaware of the Minnesota law regarding parental leave.

301
A

> Distribute information on Minnesota's Parental Leave Law, especially to parents and employers.

Cost: 10 | 15
Lead Agency:
Affiliates:

Chambers of Commerce
employers
media (newspapers, radio, TV, etc.)
Working Parent Resource Center
Children's Defense Fund
labor unions
Minnesota Business Partnership
others to be determined

Need/Barrier

No state agency or department has the responsibility for publicizing or enforcing the Minnesota Parental Leave Law.

302
A

> Lobby the legislature to designate an arm of state government to assume responsibility for outreach and enforcement of the Parental Leave Law.

RESOLVED

Cost: 0 | 0
Lead Agency:
Affiliates:

to be determined

(In 1992, the Minnesota Legislature assigned the Department of Labor and Industry responsibility for outreach and enforcement of the Parental Leave Law.)

Need/Barrier

Minnesota's Parental Leave Law applies only to those employers with 21 or more employees, does not provide any paid disability and covers a period of only six weeks.

303
B

> Develop detailed recommendations and an implementation strategy for improving parental leave policy and practice.

Possible components of a parental leave strategy:

- Study the impact of various corporate and European parental leave policies, and the possibility for replication.
- Organize key players to study and develop strategies on how to expand the flexibility and effectiveness of parental leave options, carefully considering these possibilities:
  - advocating for an increase in the Minnesota Dependent Care tax credit,
  - advocating for an extension of the Minnesota tax credit to include parents who stay at home during the child's first year,
  - studying the possibility of an expanded state leave policy,
  - developing creative strategies to finance paid parental leave, including these possibilities:
    - making public and private disability insurance available, especially for the six-week medically recommended leave,
    - establishing a tax credit for employers who offer paid parental leave, and
    - establishing a mechanism whereby employees could set aside some of their wages on a pre-tax basis into a "sabbatical fund," which could be used for parental leave or sick-child care. (Employers could contribute to this fund as well.)

Cost: 20 | 30
Lead Agency: Partnership Staff
Affiliates:

Chamber of Commerce
Children's Defense Fund
Employers
MN Extension Service-Ramsey County
others to be determined
Child Care Works
Congregations Concerned for Children
Labor Unions

Parent education and awareness

Status Quo

Though a number of excellent parent education and support services are available in Ramsey County, they are not all accessible, affordable or delivered in such a way as to appeal to and reach all parents who could benefit from them. In addition to the need for support for parent education programs, we must also increase parents' preparedness to locate and purchase high quality early childhood care and education services for their children.

Though parent fees account for a substantial portion of the child care industry budget, parents are generally not well-informed and discerning consumers of early childhood care and education in the same way that they are informed consumers about other purchases and investments. Parents may not realize that since their dollars drive the system, they have choices, and can effectively encourage and support quality providers by becoming discerning consumers.

Need/Barrier

Early Childhood Family Education and other parent education services are not accessible to all parents, and lack the resources to reach out effectively to the neediest families.

304

A+

Support and develop parent education and family support programs, including ECFE and Ramsey County Extension Services, which are culturally sensitive and accessible to all parents. Services should be developed in conjunction with neighborhood-based Early Childhood Advocates (see 401) and offered in community-based settings.

Cost: 5 | 25

Lead Agencies: ECFE and MN Extension Service-Ramsey County

Affiliates:

Congregations Concerned for Children
Department of Education
Department of Human Services
MnAEYC
organizations/agencies in communities of color - CLUES, Centre for Asian and Pacific Islanders, Neighborhood House, Hallie Q. Brown, American Indian Center, Model Cities, Hmong American Partnership and other neighborhood and community organizations
public libraries
public schools
Ramsey County Community Human Services
Resources for Child Caring
Working Parent Resource Center
others to be determined

Need/Barrier

Many parents are unable or unwilling to participate in traditional parent education classes and lack general knowledge and understanding of child development. Further, many parents do not access resource and referral services for assistance in locating quality early childhood care and education services, in part due to lack of awareness and cultural barriers. Little attention has been paid to the development of alternative methods for educating and reaching parents in a culturally sensitive manner.

305

C

Develop additional means for increasing parent education and preparedness to purchase quality care and education, potentially including video and audio tapes, telephone and computer technologies, etc. Information should be distributed through additional sources, including doctors' offices and public school curricula.

Cost: 15 | 30

Lead Agencies: ECFE and MN Extension Service-Ramsey County

Affiliates:

see Recommendation 304

Need/Barrier

Parents have little information on licensing standards and their relation to safety and quality in child care services. Increased parent awareness of licensing standards would help to insure that programs operate within licensing guidelines, and would increase parent demand for licensed care.

306
B

Develop and distribute readable and accessible information on Department of Human Services licensing standards in the form of a "Parents' Rights Handbook."

Cost: 10 | 10
Lead Agency: ECFE and MN Extension Service-Ramsey County
Affiliates:
see Recommendation 304

Need/Barrier

Parents have little information on accreditation and certification standards and processes and their relation to high quality early childhood care and education services.

307
B

Distribute information on accreditation and certification standards and processes to parents, and encourage parents to use these standards in selecting quality early childhood care and education services.

Cost: 6 | 22
Lead Agency: ECFE and MN Extension Service-Ramsey County
Affiliates:
see Recommendation 304

Parent consultation and referral services

Status Quo

In Ramsey County, child care consultation and referral services for parents are provided by several agencies. In most cases, referral is limited to child care resources, rather than to a full array of early childhood care and education services.

Some employers contribute to the cost of referral services for their employees. More often, parents must pay for consultation and referral themselves. The state Child Care Fund provides some money for subsidized referral services for low-income parents, and in Ramsey County, Resources for Child Caring carries this contract.

For all consultation and referral services, accessibility, affordability, cultural sensitivity, and multi-lingual staff are critical issues. Because many parents do not perceive the need for the consultation services which should accompany referral, they may be reluctant to pay fees for

See Key at the beginning of this section for information on how to interpret recommendations.

the service. Thus, in order to locate early childhood care and education services, many parents rely on want ads, phone books, and word of mouth, and receive no preparation in how to identify quality service.

Need/Barrier

There is no community agency which currently serves as the major clearinghouse of all referral information on early childhood care and education services.

308

A+ Designate a lead agency to serve as a major clearinghouse and distributor of current referral information for parents and other agencies.

Cost: * | *
Lead Agency:
Affiliates:
to be determined

Need/Barrier

Referral agencies are currently unable to refer to all early childhood care and education services including Head Start, special needs programs, parent education, nannies, sick care, summer camps, enrichment programs and school-age care, etc.

309

B Expand the capacity of referral agencies to offer referral for all services for young children.

Cost: 65 | 225
Lead Agency: Resources for Child Caring
Affiliates:
Adult and Children's Alliance
all early education services/programs
child care centers and family child care homes
child care providers
Congregations Concerned for Children
Consumer Alternatives
Department of Education
Department of Human Services
ECFE
Head Start
Minnesota Child Care Innovations
Minnesota Extension Service-Ramsey County
organizations/agencies in communities of color
parents
public schools
Ramsey County Community Human Services
others to be determined

Need/Barrier

Some parents need a more intensive level of consultation and referral service than can currently be provided by referral agency staff with existing resources. This is a particular need for parents participating in the STRIDE program, due to their need for different child care arrangements for each of the phases of the STRIDE program. (For background information on the STRIDE program, see p. 104.)

310

A+

Provide customized child care consultation and referral to STRIDE participants using Ramsey County resources.

Cost: 30 | 87
Lead Agency: Resources for Child Caring
Affiliates:
see Recommendation 309

Need/Barrier

Because many parents do not understand or perceive the need for the associated counseling offered by referral services, there is often a hesitancy to pay the cost for the service. Since fees for consultation and referral are often a deterrent to parents, many parents do not receive adequate preparation and education to identify and select quality services for their children. A small percentage of employers contribute to the cost of consultation and referral services for their employees.

311

B

Increase employer purchase of child care consultation and referral services for their employees.

Cost: * | *
Lead Agency:
Affiliates:
see Recommendation 309

312

B

Investigate means by which parent fees for child care consultation and referral services can be reduced or eliminated to insure affordability and access for all parents.

Cost: 0 | 225
Lead Agency: Resources for Child Caring
Affiliates:
see Recommendation 309

See Key at the beginning of this section for information on how to interpret recommendations.

Need/Barrier

Parents who do not speak English are not able to access consultation and referral services.

313
A+

Develop child care consultation and referral capacity in the Spanish, Hmong, Cambodian, Laotian and Vietnamese languages, and other languages as needed, through the hiring of multi-lingual, multicultural staff at referral agencies.

Cost: 30 | 150
Lead Agency: Resources for Child Caring
Affiliates:
see Recommendation 309

Need/Barrier

Many parents are unaware that consultation and referral services are available and would assist them in locating quality early childhood care and education services for their children.

314
B

Develop and implement a marketing program to increase the use of child care consultation and referral services.

Cost: 15 | 35
Lead Agency: Resources for Child Caring
Affiliates:
see Recommendation 309

Services for Communities of Color

The early childhood care and education needs of communities of color must be met with equity, sensitivity and respect. This will require services targeted at specific needs of these communities, involvement of these communities in planning and decision-making processes, and constant effort to ensure responsiveness from the larger community.

The initiatives presented throughout this report under the headings of services for children, parents, employers and those related to quality and finance are focused on all children and families, including those of various cultural backgrounds. However, there are issues specific to the early childhood care and education needs of communities of color, and these are addressed in this section of the report.

The Partnership envisions a future in which all early childhood care and education services in Ramsey County:

- convey to children of color a strong positive message about the value of their cultural heritage,
- help all children value the culture and heritage of all communities, and specifically of communities of color,
- provide young children of color with an early education that fully prepares them for K-12 schooling and life,
- are fully accessible to families of color.

The Partnership has identified five primary strategies for moving toward this vision:

- establish neighborhood-based **Early Childhood Advocates** in each of the communities of color,
- **increase the sensitivity and responsiveness of public and private agencies** involved in early childhood care and education to the needs and values of children and families of color,
- **increase the sensitivity of early childhood service providers** to families and children of color,
- ensure an **adequate supply of high quality early childhood service providers of color**,
- address **housing and transportation issues** which have particular impact on low-income families and children of color, and which also affect other families.

KEY:

Priority Level

A+ should have been done yesterday
A must be done today
B should be done today
C can wait until tomorrow

Estimated Cost

All figures are in $1,000s.
Cost: 10 | 50
1st # = cost for first year
2nd # = total cost for first five years
* = no cost policy item
? = cost unknown

Lead Agency

The agency/organization recommended to take a lead role in implementation.

Affiliates

The agencies/organizations potentially involved in implementation.

Early Childhood Advocates

Local needs assessment, service development and improved access to the larger system will be accomplished through the establishment of neighborhood- or community-based Early Childhood Advocates. This recommendation is central to the Partnership's vision for all children and families in Ramsey County, and is found in this section of the report because Early Childhood Advocates are to be established first in communities of color, to assure that the unique and varied needs of these communities are addressed.

Neighborhood- or community-based Early Childhood Advocates are designed to empower and assure quality services for communities of color. Early Childhood Advocates will serve as a local source of service and support to parents and early childhood service providers and offer assistance in accessing other needed services. Advocates will serve as a voice for the local community or neighborhood in larger community-wide discussions and decisions regarding early childhood care and education issues.

Need/Barrier

Families and early childhood service providers have no local source of support, advocacy or service related to early childhood care and education. Accessing the formal service systems for financial assistance, consultation and referral services, and licensing can be intimidating and sometimes impossible, particularly if these services lack multi-lingual, multicultural staff. Families or early childhood service providers who live in relative isolation, or who feel alienated or discriminated against by the service system need a source of support, assistance and advocacy to access larger service bureaucracies, and to develop services which respond appropriately to the unique needs of their community.

401

A+

Fund neighborhood-based Early Childhood Advocates, first in communities of color, for the purpose of providing local support and service development, and effective links with the larger service system. Advocates will be placed first in the African-American, Hispanic, Native American and Southeast Asian communities.

Early Childhood Advocates will be located in community-based agencies, and will be planned, developed and established by members of these communities based on their own perspectives and needs. Early Childhood Advocates will develop and offer services designed to meet the specific needs of the children, parents and early childhood service providers in the community or neighborhood. Possible services to be developed include:

- offering informal community-based referral services for family child care providers and parents,
- implementing strategies to recruit, train and license culturally diverse child care providers,
- developing neighborhood-based family child care homes in areas of shortage to address transportation barriers,
- reaching out with linkage and support services to unlicensed homes,
- assisting providers in marketing their services,
- operating public awareness efforts that capitalize on the effectiveness of informal networks (friends, family, and word of mouth),

- linking with community-wide agencies to facilitate their service in communities of color,
- offering means of connecting parents and providers to other support systems such as warmlines and support groups,
- linking parents and providers with necessary resources and financial assistance,
- working with state and county licensing departments and advocating for neighborhood providers,
- investigating delays in county and state licensing, ensuring that these are not due to cultural insensitivity, and taking necessary action to solve any problems, and,
- studying and developing services to meet the needs for infant care, drop-in care, sick care, after-school care, and services to single or teenage parents.

Cost: 200 | 1000
Lead Agency: to be determined by Communities of Color
Affiliates:

American Indian Center
Centre for Asian and Pacific Islanders
child care providers/early educators
Child development experts
City of St. Paul
CLUES
Council of Churches
early childhood care and education programs
Foundations
Hallie Q. Brown Community Center
Head Start
Hmong American Partnership
key individuals with access to ideas and resources
Lao Family Community
Model Cities Family Development Center
Neighborhood House
Resources for Child Caring
state and county licensing departments
state and local leadership groups
United Way
Wilder Early Childhood Development Services
others to be determined

402
B

Strengthen links between community agencies and child care providers of color by providing service through (and in cooperation with) neighborhood-based Early Childhood Advocates.

Cost: * | *
Lead Agency:
Affiliates:
see recommendations 401 and 403

Agency sensitivity

Need/Barrier

Many county- and city-wide public and private agencies serving children, parents and child care providers lack multi-lingual capacity, multicultural staff and/or sensitivity to the needs of communities of color.

See Key at the beginning of this section for information on how to interpret recommendations.

403
A+

Increase multi-lingual and multicultural staff at key public and private early childhood care and education agencies. (In the community forums that were held by the Partnership, Ramsey County Family Child Care Licensing and Resources for Child Caring were specified.)

Cost: 5 | 20
Lead Agency: to be determined by Communities of Color
Affiliates:

American Indian Center
Black Ministerial Alliance
Centre for Asian and Pacific Islanders
child care providers/early educators
CLUES
Department of Human Services
early childhood care & education programs
Hallie Q. Brown Community Center
Head Start
Hmong American Partnership
higher educational and training institutions
Lao Family Community
local school districts
Model Cities Family Development Center
Neighborhood House
parents
Pilgrim Academy
psychologists, counselors, teachers, trainers, consultants, other agency personnel and providers from communities of color
Ramsey County Licensing Department
Resources for Child Caring
St. Paul Technical College
Wilder Early Childhood Development Svces
others to be determined

404
A

Develop and implement strategies to increase the sensitivity and responsiveness of public and private early childhood care and education agencies to the needs and values of children and families of diverse cultures.

Cost: 0 | ?
Lead Agency:
Affiliates:
see Recommendations 401 and 403

Provider sensitivity

Need/Barrier

Many early childhood care and education providers do not know how to convey to children of color a strong, positive message about the value of their ethnic heritage, or how to help children value the heritage of children of different cultures. This problem is compounded by the lack of cultural diversity training programs for early childhood service providers.

405
A+

Develop a multicultural training program for early childhood staff, focusing on culturally sensitive curricula and working effectively with culturally diverse populations. Training should be provided by trainers of various cultural backgrounds whenever possible.

Cost: 50 | 180
Lead Agency:

Affiliates:
see Recommendations 401 and 403

406
B

Monitor the development of cultural diversity training programs for early childhood service providers as required by the state, and advocate for cultural diversity training as a requirement for licensure.

Cost: 5 | 15
Lead Agency:
Affiliates:
see Recommendations 401 and 403

407
C

Develop a "rainbow certificate" to honor and recognize early childhood care and education providers who meet high standards of cultural sensitivity.

Cost: 50 | 180
Lead Agency:
Affiliates:
see Recommendations 401 and 403

Provider supply

Need/Barrier

The percentage of early childhood service providers who are of color is disproportionately lower than the percentage of children of color in the community, though many parents of color prefer to have a provider who shares their heritage.

408
B

Develop strategies to recruit, train and license culturally diverse child care providers.

Cost: 10 | 20
Lead Agency:
Affiliates:
see Recommendations 401 and 403

Need/Barrier

Members of the Native American and Southeast Asian communities have expressed the need for early childhood care and education programs designed to serve their communities.

409
A+

Establish early childhood care and education centers in the Native American and Southeast Asian communities. The neighborhood-based Early Childhood Advocates will work closely with these centers.

Cost: 40 | 440
Lead Agency:
Affiliates:
see Recommendations 401 and 403

Housing and transportation

Need/Barrier

Residents of public housing are required to meet income requirements that have been developed with no understanding of family child care. The effect of these requirements is often to drive family child care providers out of public housing as soon as they become successful, or conversely, to discourage them from entering the field at all. Families who live in rental housing are faced with the unwillingness of landlords to invest money to bring the housing up to standards required for licensing. Since rental and public housing tend to be concentrated and to serve large proportions of families of color, children and families in these neighborhoods are deprived of stable child care.

410
B

Work with city and county public housing agencies and landlords to facilitate stable family child care in rental and public housing.

Cost: 10 | 50
Lead Agency: City of St. Paul
Affiliates:
St. Paul and suburban public housing authorities
others to be determined

411
B

Work with city and county public housing agencies to establish policies which are supportive of family child care providers.

Cost: 0 | 20
Lead Agency: City of St. Paul
Affiliates:
see Recommendation 410

Need/Barrier

Many low income families depend upon public transportation. If their early childhood care and education service is not close to home or on the bus line, transporting their children can be time-consuming and complicated. Many community agencies report that transportation is the most significant barrier faced by the families and children they serve.

412
B

Fund a demonstration project to address the transportation needs of children in early childhood programs.

Cost: 5 | 35
Lead Agency:
Affiliates:
to be determined

Services for Employers

Full implementation of the Partnership Recommendations requires substantially increased involvement of employers in early childhood care and education issues. The Partnership envisions a future in which all employers in Ramsey County will be well-informed about and actively supportive of early childhood care and education services which meet business, employee and community needs.

In particular, employers need information about:

- employees' child care needs and the challenge of balancing work and family responsibilities,
- child care program models and family-friendly workplace policies which have been found to yield positive workforce benefits, and,
- the relationship between quality early childhood care and education services and the readiness of tomorrow's workforce.

There are multiple approaches an employer may take to support the early childhood care and education needs of their employees and the community. These options are outlined in the supplement to this section, found on p. 85. Employers are urged to seek employee input, initiate one or two program options to start, and broaden their efforts over time. These program options include:

- offering early childhood care and education benefits or services to employees,
- offering employees flexibility in arranging work schedules, career paths, and parental leave,
- working to enhance early childhood care and education services in the community,
- providing leadership in consortium program models for groups of employers.

In addition to outlining and encouraging these program options for employers, the Partnership proposes a number of more specific recommendations with respect to employer involvement in early childhood care and education. These include:

- establishing **leadership for employer involvement** in early childhood care and education issues,
- creating a **network of human resource professionals**,
- distributing **information on family-friendly workplace policies**, and
- **recognizing employers** who best support families.

KEY:

Priority Level

A+ should have been done yesterday
A must be done today
B should be done today
C can wait until tomorrow

Estimated Cost

All figures are in $1,000s.
Cost: 10 | 50
1st # = cost for first year
2nd # = total cost for first five years
* = no cost policy item
? = cost unknown

Lead Agency

The agency/organization recommended to take a lead role in implementation.

Affiliates

The agencies/organizations potentially involved in implementation.

Other strategies with implications for employer involvement are found in other sections of this report:

- parental leave issues are addressed under Services for Parents, p. 67,
- a Dependent Care Assistance Plan (D-CAP) initiative is outlined on p. 103, and
- regular reporting to the corporate and charitable communities on opportunities for investment in early childhood services is recommended in 911, p. 134.

Need/Barrier

A recent survey by Child Care Works reported widespread employer interest in implementing child care programs over the next ten years. Although there are innovative models of employer-supported child care programs in Minnesota, there is no high-profile source of leadership and technical assistance for employers.

501

A+

Identify an high-profile, employer-friendly organization to assume leadership and provide technical assistance for supporting employer involvement in early childhood care and education issues.

Possible activities of the leadership organization are:

- conducting cost-benefit analyses of employer-supported early childhood care and education services,
- conducting outreach and public education activities,
- conducting conferences and seminars,
- providing technical assistance to engage a targeted percentage of new employers each year to offer early childhood care and education programs for their employees,
- developing "starter kits" for various program options,
- facilitating consortium activities,
- developing a parent/employee role in creating programs,
- identifying "corporate champions" for child care and creating opportunities for their leadership,
- working collaboratively with local and statewide business organizations,
- developing additional strategies for promoting employer involvement in early childhood care and education and family-friendly policies and programs.

Cost: 100 | 500

Lead Agencies: At State level-Minnesota Business Partnership; at local level-United Way

Affiliates:

to be determined

Need/Barrier

The business community lacks an organized mechanism for human resource professionals who deal with work and family issues to share their experience and to learn from each other.

502

A

Create a work and family professionals' network, an association of human resource professionals involved in developing work and family programs and policies.

RESOLVED

Possible activities of the network are:

- networking and support for members,
- offering educational forums,
- compiling a resource library,
- compiling an inventory of employers' programs and policies,
- developing strategies for promoting successful family-friendly policies and programs,
- developing and distributing a newsletter,
- developing committees to focus on special interest topics,
- developing models for measuring the savings from work/family policies and programs.

Cost: 0 | 0

Lead Agency: Twin Cities Personnel Association

Affiliates:

American Management Association
metropolitan area employers
others to be determined
Chambers of Commerce
Women's Personnel Association

(The Twin Cities Work and Family Professionals Network was established during the summer of 1992 through efforts of several corporate representatives and the provider community.)

Need/Barrier

Most employees have little information on how to work with their employer to develop family-friendly workplace policies within the context of a productive, successful workplace. Employees lack guidance on how to discuss their family needs with prospective or current employers.

503

B

Develop and distribute a brochure which outlines "family-friendly" workplace programs and policies, and how employees can discuss such programs and policies with their employers.

Cost: 10 | 10

Lead Agency: Working Parent Resource Center, Resources for Child Caring

Affiliates:

to be determined

See Key at the beginning of this section for information on how to interpret recommendations.

Need/Barrier

Community recognition of employers who implement or advocate for family-friendly workplace policies and practices is limited.

504
B

Establish an annual award similar to the "Keystone" award to honor and recognize those employers that best support families.

RESOLVED

Cost: 5 | 20
Lead Agency: Minnesota Business Partnership
Affiliates:
to be determined

(As a direct result of the Action for Children Commission's report "Kids Can't Wait: Action for Minnesota's Children," Governor Arne H. Carlson announced the creation of The Minnesota Work-Family Quality Award on September 17, 1992, for businesses that demonstrate progress or innovation in developing family-sensitive policies and practices. Criteria for the award will be derived from an index developed by state businesses with the guidance of Action for Children.)

Employer Section Supplement

Program and Policy Options for Employer Involvement

A. Early Childhood Care and Education

- **Child Care Resource and Referral**
  - purchase from community service
  - in-house
- **Dependent Care Assistance Plan (D-CAP)**
  - through salary reduction
  - with employer contribution
- **Vouchers and Subsidies**
  - directly given to employee or provider
  - purchase discounts with providers
  - for care when traveling for work
- **Child Care Center**
  - on-site or near-site to individual employer
  - purchase slots in existing center
  - expand existing center
- **Family Day Care Homes**
  - recruit and support a system of homes for employees' use only
  - recruit and support homes in employee neighborhoods
- **Back-up or Temporary Care**
  - for mildly ill children, in-home or in facility; purchase membership or subsidize cost; develop "get well room or home" within existing providers' services
  - vacation week and snowday programs
- **School-Age Programs**
  - before and after-school programs
  - tutoring programs/parent involvement with homework
  - summer camp
  - "warm lines" or telephone call-in service
- **Quality Improvement Programs**
  - accreditation fees and support for centers and homes
  - training/career path for providers
- **Parent Education**
  - seminars
  - resource library
  - family fairs
  - publications
- **Work-site Public Schools**

B. Flexibility

- **Leave Policies**
  - maternity and paternity expanded
  - leave for adoption
  - leave for mildly ill children
- **Flexible Work Schedules**
  - flex-time (core hours and weekly balancing)
  - part-time work for professional and support staff
  - permanent and temporary part-time positions
  - flex-place/telecommuting/working at home
  - job sharing
  - flexible use of vacation and personal days
  - flexible career planning/alternative paths
- **Training of Managers and Supervisors in Work and Family Sensitivity**
  - develop awareness and understanding
  - employer policy vs. practice
  - new tools and techniques for managing
  - accountability of managers for new policy
- **Credo or Mission Statement**
  - supporting employees' work and family commitments
  - linking work and family issues to business issues

C. Enhance Services in the Community

- **Charitable Giving**
  - to early childhood care and education programs and agencies
- **Leadership in Community Planning**
  - serve on Boards/Advisory Committees
  - encourage involvement of member organizations
- **Participation in Public Policy**
  - child care legislation
  - city/council/school board
  - zoning boards, etc.
- **In-kind Contributions to Early Childhood Care and Education**

D. Employer Organizations/Labor Leadership

- **Planning and Technical Assistance for Consortium Efforts**
- **Member Surveys/Needs Assessments**
- **Publications, Conferences and Other Education Efforts**

Quality Services

The vision of *high quality* early childhood care and education services for all children in Ramsey County has been the driving force behind the Partnership effort. Since the Partnership recommendations call for a major investment in our children, we must be sure that we are investing our resources in high quality service, and we must have measures by which quality will be determined. The Partnership is committed to improving the quality of existing services and ensuring that new services which are developed meet high quality standards.

There is a significant body of research and widespread professional agreement on the factors associated with high quality early childhood programming. It is widely agreed that a critical factor in quality programming is the quality of the interaction that takes place between staff and children. The quality of staff-child interaction is dependent upon how well-trained, sensitive, well-supported and stable the staff is. In light of this, many of the recommendations focused on quality are aimed at improving training, compensation and support services for early childhood service providers.

Research shows that better trained, better paid staff are more stable and provide higher quality service for children. The Partnership's vision is that early childhood service providers have the training, education, competence, support, commitment, and enthusiasm necessary to be effective, and to improve outcomes for our children. Providers should be adequately supported, fairly compensated, and able to access resources and support services they need in order to provide high quality service.

We need measures by which we can determine that the services in which we are investing are of high quality. The Partnership recommends that nationally recognized standards for high quality such as accreditation and certification be widely used by providers to upgrade quality, by parents to identify quality service, and by policy makers to encourage and fund quality services. Awareness of the benefits of high quality programs and the detrimental effects of poor quality service should result in a willingness to make significant investment in quality improvements.

At the same time, the community must be realistic about the fact that many children receive less formal care and education from relatives and neighbors. Although the quality of some of this care is excellent, much of it could be improved by outreach to provide maximum support to service providers.

KEY: ***Priority Level*** **A+** should have been done yesterday **A** must be done today **B** should be done today **C** can wait until tomorrow	***Estimated Cost*** **All figures are in $1,000s.** Cost: 10 | 50 1st # = cost for first year 2nd # = total cost for first five years * = no cost policy item ? = cost unknown	***Lead Agency*** The agency/organization recommended to take a lead role in implementation. ***Affiliates*** The agencies/organizations potentially involved in implementation.

Strategies to move toward the vision of high quality care and education services for all young children include:

- **education/training and career development** opportunities for early childhood service providers,
- **compensation and benefits** which are fair and adequate to attract and retain qualified early childhood service providers,
- **support services** to enable providers to offer quality services,
- **outreach to unlicensed providers**,
- support for **accreditation and certification** programs as standards for high quality programming, and
- ensuring that **legislation, rules and licensing standards** are consistent with the goal of providing high quality service.

Education/training and career development

Status Quo

Research has consistently shown that higher education and training levels for service providers are associated with higher levels of quality in service for children, and positive child outcomes.

Yet the educational requirements for working with young children differ drastically depending on the setting in which one works. Continuing education training requirements for family child care providers are minimal. The rules for child care center licensing outline staff training requirements which differ from those for family child care providers. Both of these sets of requirements are established by the Department of Human Services, and differ substantially from the educational requirements for teacher licensure through the Department of Education, which is required for early educators in the public school system. Head Start staff training requirements are governed by yet another set of regulations.

Early childhood service providers seeking education and training are faced with a confusing array of choices and a multitude of post-secondary education and training institutions in the metropolitan area. Most institutions operate independently of one another, and there is little or no transferability of educational credits across schools. There are no widely accepted educational or career development paths, particularly for family child care providers.

Thus, for professionals working with young children, there is little opportunity for transferring credits among training institutions, difficulty in movement from one work setting to another without facing differing and conflicting educational requirements, and no source of support or guidance for education and career path decisions.

Need/Barrier

Conflicting licensure, certification, and employment regulations of the human service, education and Head Start systems create barriers to career development within the early childhood care and education field, and to the efficient flow of qualified staff from one part of the field to another. Training and education programs reflect these conflicts.

601

A+

Lobby the newly-established Minnesota Council on Early Childhood Care and Education to develop a career development plan for the entire early childhood care and education system, and then negotiate with the state agencies involved to integrate licensure, certification, and employment regulations in order to fit this plan.

Cost: 15 | 45

Lead Agencies: Minnesota Early Childhood Care and Education Council, Minnesota Association for the Education of Young Children

Affiliates:

child care providers/early educators
Department of Education - Board of Testing
Department of Human Services - Licensing Division
Higher Education Coordinating Board
one, two and four year and graduate educational institutions in the metropolitan area
others to be determined

Need/Barrier

Problems regarding inconsistent education and training requirements for providers are compounded by the lack of coordination between post-secondary and other training institutions. This further impedes the career development and efficient movement of qualified personnel.

602

A+

Lobby the Minnesota Council on Early Childhood Care and Education to initiate discussions among higher education and training institutions about coordination and consistency among early childhood care and education training and education programs.

Cost: 20 | 60

Lead Agency: Partnership Staff

Affiliates:

see Recommendation 601

Need/Barrier

Providers interested in post-secondary early childhood care and education training face limited financial assistance and no central source of information about available assistance.

603

B

Gather and distribute information about existing scholarship, loan and grant programs for early childhood care and education professionals, and make recommendations for increased availability of financial assistance.

Cost: 3 | 6

Lead Agency:

Affiliates:

see Recommendation 601

Compensation and benefits

Status Quo

Low compensation and limited benefits are a significant barrier to attracting and retaining qualified professionals in the early childhood care and education field. In 1990 in the Twin Cities metropolitan area, the average starting wage in a full-day center for a teacher was $13,270. Average starting wage for an assistant teacher was $11,003 and $9,506 for an aide (Child Care Works Profile of Child Care in the Seven County Metropolitan Area. 1991, Resources for Child Caring.) Based on limited local surveys, Resources for Child Caring's best estimate is that family child care providers receive about $10,000 net income annually with a typical work week of 50 hours.

In contrast, according to Minnesota Salary Survey 1990, public school preschool and kindergarten teachers average $29,640 annually, and elementary school teachers average $44,720. Even paraprofessional teacher's aides fare better than child care providers, with annual salaries of over $16,000.

In "The Status of Minnesota's Child Care Profession: Results of the MnAEYC/CCWA Early Childhood Practitioner Survey, March 1989," 93% of the workers surveyed reported they had no retirement benefits, 80% had no health insurance, 63% had no paid vacation, and 55% had no paid sick leave. Comparably significant percentages had no benefits such as worker's compensation, life insurance, job protected maternity leave or overtime pay.

A significant consequence of low pay and limited benefits in the child care field is that worker turnover is extremely high. As a result, children often experience disruptions in their relationships with their caregivers and the quality of service for our children is compromised. These appalling compensation and benefits figures for those to whom we entrust the care and education of our young children must be considered seriously in light of the fact that research has demonstrated a link between higher worker wages, lower staff turnover, higher quality of service and better outcomes for children.

Need/Barrier

Low compensation presents a significant barrier to attracting and retaining qualified early childhood service providers. Low pay contributes to a high staff turnover rate and compromises quality of service. The community has yet to study and develop a comprehensive long-term plan to address these issues.

604

A+

Conduct a comprehensive human resource study addressing compensation issues, including these elements:

- study current compensation levels of early childhood service providers,
- define relationship between compensation levels and recruitment and retention of qualified personnel,
- analyze job responsibilities to define necessary knowledge, skills and abilities.

- conduct market analysis comparing current early childhood care and education pay levels with other industries for jobs requiring similar knowledge, skills and abilities,
- identify non-wage issues affecting recruitment and retention of qualified personnel, and
- establish short-term and long-term objectives/strategies to implement an ongoing wage and salary enhancement program.

Cost: 25 | 50
Lead Agency: to be determined
Affiliates:
child care providers/early educators
Human Resources Consultants/Firms
Resources for Child Caring
Consensus Standards Coalition
Primary Staff
others to be determined

Need/Barrier

A significant percentage of private child care staff and family child care providers lack health insurance, life insurance and retirement benefits. According to one study, 93% of workers have no retirement benefits, and 63% have no paid vacation. Another study reveals that only 40% of providers nationally have health insurance benefits.

605
A+

Develop mechanisms for child care providers to access benefits at group rates.

Cost: in 604 | ?
Lead Agency: Partnership Staff
Affiliates:
to be determined

606
A

Develop a plan for the state of Minnesota or another public entity to extend existing publicly-subsidized benefit plans to child care providers.

Cost: in 604 | ?
Lead Agency: Partnership Staff
Affiliates:
to be determined

Support services for early childhood service providers

Need/Barrier

Though Ramsey County has some technical assistance and support services for early childhood service providers, those that do exist are not coordinated, and significant gaps in service remain. The availability of support services to providers is critical to the provision of high quality service to young children.

607
B

Identify existing resources and gaps in support service to providers. Develop a plan for coordinating these services, developing new services and increasing availability of existing resources.

The plan should include:
- the identification of an agency to develop a central clearinghouse of information and resources on support services for providers,
- the establishment of a resource library,
- assistance to providers in linking families with other services,
- the development of support services for serving special needs populations,
- the development of on-site consultation services on issues such as health care, child development, cultural diversity and family support services,
- the establishment of mentoring programs to link providers with experienced educators and caregivers for support, information and guidance,
- a means for assisting current and prospective early childhood care and education professionals with education and training decisions.

These services may be provided by, or in cooperation with, the neighborhood-based Early Childhood Advocates (see 401.)

Cost: 20 | 770
Lead Agencies: for family child care services—Wilder Early Childhood Development Services, Resources for Child Caring; for center-based services—Early Childhood Directors Association, Resources for Child Caring
Affiliates:
American Red Cross
child care providers/early educators
MnAEYC
Ramsey County Public Health
Wilder Early Childhood Development Services
others to be determined
Child Care Food Programs
Children's Hospital
Ramsey County Community Human Services
social service agencies

Need/Barrier

Providers lack financial and/or technical assistance for property maintenance, equipment and business planning issues. Lack of this assistance deters providers from becoming licensed or maintaining licensure.

608
C

Develop strategies to assist licensed providers, legally unlicensed family child care providers, and those desiring to become licensed, in such areas as property maintenance and compliance, purchasing of equipment and business planning.

Cost: 50 | 600
Lead Agency:
Affiliates:
to be determined

Need/Barrier

The early childhood care and education profession is not highly valued, acknowledged or recognized by the community.

609

B

Develop means to honor, recognize and support early childhood care and education providers in the community, possibly through an annual "Recognition Day."

Cost: 15 | 75
Lead Agency:
Affiliates:
to be determined

Outreach to unlicensed providers

Status Quo

Minnesota has a fairly effective family child care licensing system, and as of July 1992, there were 1,285 licensed family child care homes in Ramsey County. Despite this, we know that there are many unlicensed providers caring for children, either legally or illegally. If a provider is caring for children from just one other family, this is considered legal unlicensed care. It is estimated that in Minnesota, for every two children in licensed care, there is one child in unlicensed care.

Unlicensed care for children is particularly an issue in low-income communities and in communities of color. (See also recommendations 401, 402, 408 addressing these concerns.) There was a tension within the Partnership between the goal of advocating for high quality service, while also being responsive to parents and providers who are operating outside of the licensed system.

We must be realistic about the fact that many parents choose unlicensed care and/or care by relatives or friends for their children. At the same time, the Partnership recommends increased efforts to reach these unlicensed providers in order to improve the quality of service for our children, and to improve child outcomes.

Need/Barrier

No systematic efforts exist to identify relatives and neighbors who are providing unlicensed family child care, or to encourage them to participate in training and support services and to become licensed.

610

B

Develop and implement ongoing outreach efforts to unlicensed family child care providers (see also Recommendation 401 regarding neighborhood-based Early Childhood Advocates.)

See Key at the beginning of this section for information on how to interpret recommendations.

Cost: 10 | 10
Lead Agency:
Affiliates:
child care providers/early educators
Community/neighborhood organizations
Minnesota Department of Human Services
Ramsey County Community Human Services
Resources for Child Caring
others to be determined
City of St. Paul
Early Childhood Advocates
parents
Wilder Family Child Care Network

Accreditation and certification

Status Quo

In order to be sure that we are making wise investments in high quality services for young children, we must have standards by which we can measure quality. The Partnership focused on increased use of accreditation and certification standards, because they are nationally recognized standards for high quality service for young children.

The accreditation process was developed by the National Association for the Education of Young Children (NAEYC) and is nationally recognized as a standard for high quality programming for young children. Accreditation standards outline quality elements for early childhood programs addressing: administration, staffing, interaction among staff and children, curriculum, staff-parent interaction, staff qualifications and development, physical environment, multiculturalism, health and safety, nutrition and food service and evaluation. As of July 1992, 21 of the approximately 190 early childhood care and education programs in Ramsey County were accredited.

Participation in becoming accredited is strictly voluntary, and requires that interested centers or programs take initiative and obtain resources necessary for attaining quality standards. Financial and technical assistance for attaining accreditation is limited; the State Department of Human Services has a small fund which can be used to cover half of the cost of materials and validation fee for accreditation. Publicly funded programs such as Head Start or those offered through the public schools, and many private for-profit programs typically do not seek accreditation.

A process equivalent to accreditation for family child care providers has not yet been developed. However, several different certification programs do exist and have been implemented in Ramsey County to a certain degree. NAEYC has chosen the Child Development Associate (CDA) credential as the mechanism for certifying family child care providers. The CDA credential can be attained through Resources for Child Caring, and the Wilder Foundation offers another certification program for family child care providers. The National Association of Family Day Care (NAFDC) has also developed a certification program, which has yet to be implemented in Ramsey County. There is currently no community consensus on which certification program(s) should be used as a standard for high quality.

Need/Barrier

Currently, no programs are accredited, and few public school programs, United Way-funded and chain programs are accredited.

611
A

Encourage Head Start, United Way, St. Paul and suburban school districts, the YMCA and employers to establish a policy to accredit all of their early childhood programs.

Cost: * | *
Lead Agency:
Affiliates:

employers
St. Paul and suburban school districts
YMCA
Head Start
United Way
others to be determined

Need/Barrier

The current system lacks the ability to offer technical assistance, financial support and incentives for early childhood care and education programs to become accredited.

612
A+

Establish incentives, technical assistance and financial support for early childhood care and education programs to achieve accreditation.

Cost: 50 | 250
Lead Agency: Resources for Child Caring
Affiliates:

Head Start
MnAEYC
public schools
Ramsey County Community Human Services
United Way
Minnesota Department of Human Services
NAEYC
publicly funded early childhood programs
others to be determined

Need/Barrier

Though several certification programs for family child care providers are available, no consensus exists on which program offers providers the most effective education and training for high quality child care.

613
B

Establish community consensus on a certification program for family child care providers which includes parent assessment features and cultural diversity curricula.

Cost: 0 | 10
Lead Agencies: Wilder Early Childhood Development Services, Resources for Child Caring
Affiliates:

to be determined

See Key at the beginning of this section for information on how to interpret recommendations.

Need/Barrier

The current system lacks the ability to provide technical assistance, financial support and incentives to family child care providers to achieve certification.

614
C

Establish incentives, technical assistance and financial support for family child care providers to achieve certification.

Cost: 50 | 250
Lead Agencies: Wilder Early Childhood Development Services, Resources for Child Caring
Affiliates:
to be determined

(See also Recommendation 307, under "Services for Parents" regarding the increased use of accreditation and certification as a way for parents/consumers to differentiate the quality of services.)

Legislation, rules and licensing

Status Quo

Current Minnesota legislation affecting early childhood care and education services establishes minimum standards for the health and safety of children. The legislation and accompanying rules are often established without thorough consideration of the impact on quality of service and without the involvement of parents. Further, over the past 15 years, Minnesota licensing requirements have gradually loosened, and reflect lower levels of quality than they did previously. Current licensing standards do not reflect quality standards recommended by the National Association for the Education of Young Children (NAEYC).

Some parents mistakenly assume that licensing is synonymous with quality and place their children in licensed facilities where the care is marginal. In addition, many family child care providers operate outside the formal licensing system, and therefore may not meet the minimum standards for health and safety, and do not have ready access to services which are available to licensed family child care providers.

Concerns have also been expressed about duplication of licensing systems (state, county and city) and the inconsistency with which infractions are cited and consequences applied. Child care centers are currently licensed by the Minnesota Department of Human Services, and family child care providers are licensed by Ramsey County Licensing Department, based on requirements established by the Department of Human Services. Centers in the city of St. Paul must meet both city and state licensing requirements with different regulations and paperwork and different licensing personnel. Moreover, licensing workers' caseloads vary considerably and can contribute to inconsistencies in the way centers and family child care providers are licensed, and the length of time providers must wait to complete the process. Early education programs operated through the public schools do not need to be licensed, but teachers must have teacher licensure through the Department of Education.

Need/Barrier

No effective means exist for concerned parents to take a proactive role in the consideration of new legislation, rules and licensing standards regarding early childhood care and education.

615
C

> Identify and promote a process for helping parents to take a proactive role in the consideration of new legislation, rules and licensing standards regarding early childhood care and education.

Cost: 0 | 20
Lead Agency:
Affiliates:
to be determined

Need/Barrier

No effective means exist for concerned professionals to take a proactive role in creating and revising legislation and rules affecting the early childhood care and education system.

616
C

> Investigate ways that the Partnership can take a proactive role in creating and revising legislation and rules affecting the early childhood care and education system, in an effort to move rules toward consistency with the goal of providing high quality care.

Cost: in 618 | in 618
Lead Agency:
Affiliates:

child care providers/early educators
City of St. Paul
Minnesota Department of Human Services
Ramsey County Community Human Services
child development experts
legislature
parents
others to be determined

Need/Barrier

Current family child care provider licensing standards are not consistent with the goal of providing high quality services.

617
C

> Promote the specific recommendations of the Partnership's Licensing Subcommittee regarding the revision of Rule 2 (Licensing of Family and Group Day Care Facilities.)

Cost: 0 | 0
Lead Agency: Partnership Staff
Affiliates:
see Recommendation 616

(See Appendix, p. 165, for detail on the Licensing Subcommittee recommendations.)

Need/Barrier

Child care facilities in the city of St. Paul must meet both city and state licensing requirements, with differing regulations, processes and licensing personnel.

618

C

Initiate a community-based effort to eliminate duplication in child care licensing procedures.

Cost: 100 | 400

Lead Agency:

Affiliates:

see Recommendation 616

Finance

Two dimensions of the issue of financing early childhood care and education services are addressed through Partnership recommendations:

- how families pay for services for their children, and
- how the community finances the early childhood care and education service system.

The Partnership's Task Force studied and analyzed the revenue structure of Ramsey County's early childhood care and education system in depth, and revealed an incredibly complex, fragmented, categorical system of public and private funding streams. The working draft of the Partnership's financial analysis of the service system may be found in the Finance Section Supplement, p. 113. (See Working Draft: Current Annual Expenditures for Child Care and Early Education Services in Ramsey County: By Funding Source and Function.)

It was estimated that in 1989-90, roughly $125 million was spent on early childhood care and education services, including Head Start and Early Childhood Special Education. The majority of the money in the system ($72 million or 58%) came directly out of parents' pockets.

This financial structure creates at least two significant problems: families face a substantial financial burden in trying to pay for services for their children, and the system does not generate sufficient revenue to adequately compensate service providers and provide high quality services for children.

Despite the fact that there are some public funds aimed at early childhood care and education services, these funds are grossly insufficient, as indicated by the low percentages of eligible families being served by fundamentally important programs such as Head Start and Basic Sliding Fee.

The Partnership's vision for financing of Early Childhood Care and Education services is as follows:

- there is adequate revenue from the combination of parent fees and public and private sources to ensure high quality early childhood care and education services for all children and families who need services.
- the early childhood service funding streams from different public and private sources are all coordinated to ensure continuity of services for children and simple access for both parents and providers.
- public funds are targeted on a sliding fee basis to children and families based on income and the special needs of the child. All eligible children receive service on an entitlement basis.

Partnership recommendations regarding Finance are found in the following two sections of this report:

- **Financial Assistance for Parents**, and
- **Revenue Generation**, addressing the need for short-term and long-term funding for the early childhood care and education system.

Financial Assistance for Parents

As previously mentioned, the Partnership vision is that early childhood care and education services for children should be available to families on a sliding fee basis, according to family income and based on the special needs of the child. Diagram 1 in the Finance Section Supplement, p. 113, clearly illustrates this concept.

Three strategies are presented:

- **increase financial assistance for parents**, and
- **coordinate existing financial assistance programs** for parents to assure easier access and continuity in service.
- increase the effectiveness of the child care financial assistance component of the **STRIDE program**.

Increase financial assistance for parents

Status Quo

The cost of early childhood care and education service presents substantial problems for many families. The programs which have been designed to assist parents in paying for services are grossly underfunded. Federal and state funding for Head Start and the Child Care Fund, which are the two major sources of financial assistance to parents are available to only a small percentage of the children and families who are eligible. In 1990-91, Ramsey County's Head Start program served only 747 (or 25%) of the county's estimated 2,960 eligible three and four year olds. In the state of Minnesota, it is estimated that 30% of the children eligible for Head Start are served, though this figure is based on outdated poverty statistics. Statewide estimates are that only 32.1% of Minnesota's families eligible for the Child Care Fund Basic Sliding Fee program are served.

(Before 1990 Census data was available, the Partnership made estimates on the number of children in poverty, and the estimated cost of full funding for Head Start. These estimates may be found in the report supplement. See p. 169.)

The cost of child care totals a significant portion of most families' budgets, usually exceeded only by the cost of housing and food. For some low-income families, child care costs can amount to 25% of the monthly income. All child care subsidy programs are designed as reimbursement programs, which create cash flow problems for low-income parents and provid-

KEY:

Priority Level

A+	should have been done yesterday
A	must be done today
B	should be done today
C	can wait until tomorrow

Estimated Cost

All figures are in $1,000s.

Cost: 10 | 50

1st # = cost for first year

2nd # = total cost for first five years

* = no cost policy item

? = cost unknown

Lead Agency

The agency/organization recommended to take a lead role in implementation.

Affiliates

The agencies/organizations potentially involved in implementation.

ers. Affordable child care is a crucial factor in determining whether young parents, particularly single mothers, are able to become self-sufficient, and subsidies are not always available. In one study, 76% of mothers on AFDC reported that they quit looking for work due to child care availability and affordability issues.

For illustration of the Task Force's vision for financing new early childhood care and education services, see Diagram 1 in the Finance Section Supplement, p. 113.

Need/Barrier

State and federal funding for Head Start and the Child Care Fund is inadequate to serve all eligible children and families.

701

A+

Lobby for full funding of Head Start and the Child Care Fund. Funding should be increased annually with a goal of full funding by the year 2000.

Cost: 5 | 25
Lead Agency:
Affiliates:
to be determined

Need/Barrier

Current state Child Care Fund Basic Sliding Fee reimbursement rates are insufficient, and do not accurately reflect the cost of providing high quality services. These low rates contribute to the maintenance of a depressed early childhood care and education market.

702

A

Review Basic Sliding Fee rates and make recommendations for raising rates to reflect more accurately the cost of providing high quality care and education services.

Cost: * | *
Lead Agency:
Affiliates:
to be determined

Need/Barrier

Several different tax benefits exist which can help parents with their child care costs but they are currently underutilized. Federal and state Earned Income Tax Credits and Dependent Care Tax Credits are not being claimed by all eligible parents. Dependent Care Assistance Plans (D-CAPs), which allow working parents to set aside some of their income on a pre-tax basis for child care costs, are not available through all employers. When D-CAPs are available to parents, they may not be utilized due to lack of information on this benefit.

703
A

Initiate a three year project to increase employer and parent use of Dependent Care Assistance Plans (D-CAPs), and parent use of federal and state tax credits, including Earned Income Tax Credits (EITC), and Dependent Care Tax Credits.

Cost: 75 | 225
Lead Agencies: Chamber of Commerce, Resources for Child Caring
Affiliates:
to be determined

Coordination of financial assistance programs

Status Quo

Parents' difficulties in financing early childhood care and education services for their children are exacerbated by the complicated requirements that accompany many of the programs for financial support. Programs are administered by different public and private agencies, with differing eligibility criteria and complicated application processes. Parents may be eligible for only a given period of time or may be placed on waiting lists for service. When their eligibility status changes, they may be qualified for a different source of support, only to discover that there is a long waiting list for that service. For example, a family that is eligible for Head Start service may find that there is a waiting list for the Basic Sliding Fee program for the child's full day care that is needed for the parent to maintain employment. Further, many social service programs that families need are not connected to necessary child care resources which would allow parents to participate.

When new federal and state programs are created, it usually involves the creation of new categorical funding streams, new eligibility requirements and regulations, and further complication and confusion for parents and service providers. New programs are often developed without regard for their relationship to other programs, and whether they will make access easier or more difficult for parents and children.

Need/Barrier

The early childhood care and education system involves a complex pattern of multiple funding streams, most of which are administered by different government agencies or departments, are not coordinated, have differing eligibility criteria and have complicated application processes for parents. Further, all child care subsidy programs are designed as reimbursement programs, which create cash flow problems for low-income parents and providers. This complex financial structure results in significant service gaps in the system, confusion for parents and service providers, and service discontinuity for children. (See "Working Draft: Current Expenditures in Child Care and Early Education" in the Finance Section Supplement, p. 113, for a clear illustration of the complexity of the system.)

704
A

Initiate a long-term effort for coordinating and addressing gaps in the delivery of all parent financial assistance services for early childhood care and education. The effort involves:

- Negotiating and implementing a mechanism for coordinating all existing early childhood care and education financial assistance programs.
- Identifying the gaps in eligibility between existing funding streams.
- Establishing a gap fund to provide continuity in services for children and parents.
- Lobbying to increase funding stream flexibility and reduce restrictions on use of funds.
- Lobbying to expand funding streams to eliminate service gaps.

Cost: 25 | 2400
Lead Agency:
Affiliates:
to be determined

STRIDE

Status Quo

STRIDE (Success Through Reaching Individual Development and Employment) is the Minnesota program which fulfills the requirements of the 1988 Federal Welfare Reform Act. The goal of the program is to help AFDC recipients gain the skills necessary to become economically independent through training and employment services. Child care subsidies are available to STRIDE participants on a regulated basis during all phases of the program, and also for a "transition year" as parents move off AFDC to take jobs. The STRIDE program is administered by the Department of Human Services and the Department of Jobs and Training. The child care component of the STRIDE program has sufficient subsidies, but there are many concerns about logistics, bureaucratic hurdles and problems in administration and service delivery.

(See Appendix, p. 157, for a working document outlining the complete recommendations of the Partnership's STRIDE Ad-Hoc Committee.)

Need/Barrier

At peak school enrollment times, STRIDE participants often experience delays in the child care approval or payment process. Ramsey County Community Human Services procedures do not allow for the additional workload during these times, creating payment delays to providers and contributing to providers' hesitancy to serve STRIDE parents.

705
C

Develop policies and procedures in Ramsey County Community Human Services which will reduce STRIDE child care payment processing delays at peak school enrollment times, such as re-allocating staff or hiring temporary assistance if necessary.

Cost: 6 | 30
Lead Agency: Ramsey County Community Human Services
Affiliates:
to be determined

Need/Barrier

Parents leaving AFDC or STRIDE because of increased income or earnings may not be aware of their eligibility for "transition year" child care funding. As a result, appropriate paperwork may not be completed, and transition year child care funding is not accessed by all eligible families.

706

A+

Develop policies and procedures in Ramsey County Community Human Services which will ensure that AFDC and STRIDE parents will not lose child care assistance for which they are eligible. Special attention should be paid to making appropriate terminations from AFDC and informing parents of their potential eligibility for transition year child care funding.

Cost: * | *
Lead Agency: Ramsey County Community Human Services
Affiliates:
to be determined

Need/Barrier

When STRIDE participants are enrolled in educational programs, the state regulations limit payment for child care for parent study time to only five hours per week. This is frequently unrealistic and may interfere with successful completion of the education experience.

707

A

Lobby the state of Minnesota to change its rules to give STRIDE case workers the discretion to approve additional child care for parents' study time.

RESOLVED

Cost: 0 | 0
Lead Agency:
Affiliates:
to be determined

(A 1991 administrative change addressed this concern.)

Need/Barrier

STRIDE participants frequently have only one week's notice of the starting date and schedule of educational programs. Many child care providers are unwilling to provide care until they receive approval of financial assistance for child care costs from the County, which can take up to 30 days.

708
B

Establish a County procedure for preliminary approval of child care assistance for STRIDE participants to accommodate the need for rapid approval of financial assistance at the beginning of semesters.

Cost: * | *
Lead Agency:
Affiliates:
to be determined

For other recommendations regarding the STRIDE program see:

- Recommendation 211, regarding developing drop-in child care services for STRIDE participants, and
- Recommendation 310, regarding enhanced consultation and referral services for parents in the STRIDE program.

Revenue Generation

The Partnership's Revenue Subcommittee has estimated that fulfillment of the Partnership's mission (ensuring affordable, accessible high quality early childhood care and education for all children) will require approximately doubling the current annual public, private and parent expenditure of $125 million on early childhood care and education services in Ramsey County. This would include such major expenses as: roughly $15 million to fully fund Head Start, $30-35 million to fully fund Basic Sliding Fee, a $10 million increase for every 10% increase in wages for providers, and substantial increases in funding for children at-risk and with special needs.

Many Partnership recommendations call for making better use of existing resources, especially those related to seamless services (p. 60) and coordination of financial assistance programs for parents (p. 103).

Because there is little flexibility in current revenues (see analysis of Flexibility for Revenue Redirection, Finance Section Supplement, p. 113), the majority of the increase in expenditures will need to come from new revenue, requiring a long-term effort through which all current funders will need to increase their investments in our children.

To accomplish this, two strategies are presented:

- generating sufficient **short-term start-up and leveraging funding** to initiate implementation of the Partnership Recommendations, and
- generating sufficient **long-term continuing revenue** that will ensure the implementation of the Recommendations over time.

Short-term Start-up and Leverage Funding

The primary immediate role of the Early Childhood Care and Education Council (see Recommendation 902) will be to raise the start-up and leverage funding to begin implementation of the Partnership Recommendations. The Partnership recommends four strategies in this effort:

- initiate a multi-million dollar **fundraising** campaign,
- **maintain current base level of funding** for services,
- **expand the use of existing funding sources**, and
- advocate to change rules and regulations to **make existing funding sources more flexible.**

KEY:

Priority Level

A+ should have been done yesterday
A must be done today
B should be done today
C can wait until tomorrow

Estimated Cost

All figures are in $1,000s.
Cost: 10 | 50
1st # = cost for first year
2nd # = total cost for first five years
* = no cost policy item
? = cost unknown

Lead Agency

The agency/organization recommended to take a lead role in implementation.

Affiliates

The agencies/organizations potentially involved in implementation.

Fundraising

Need/Barrier

A significant increase in revenue in the early childhood care and education system is needed over the next five years for start-up and leveraging costs for implementation of Partnership recommendations. Future service operation costs will also require substantially increased revenue.

801

A+

Initiate a multimillion dollar fundraising campaign to generate the funds necessary to implement the Partnership recommendations.

Cost: 100 | 300
Lead Agency: Partnership Staff
Affiliates:
to be determined

(Diagram 5 in the Finance Section Supplement, p. 113, further illustrates the Partnership vision on how leverage and start-up costs should be covered.)

Maintain base funding

Need/Barrier

Current early childhood care and education services form a base upon which new initiatives must be built. If funders reduce funding for current services in order to fund new initiatives, this will jeopardize our stable service base, which in turn will jeopardize our new initiatives.

802

A+

Encourage funders to establish a policy not to reduce funding for effective early childhood services in order to fund new initiatives.

Cost: * | *
Lead Agency:
Affiliates:
to be determined

Expand use of existing funding

Need/Barrier

The state Child Care Fund reimburses at a 10% higher rate for child care services offered through accredited programs. Many accredited programs do not charge these higher rates because they are trying to remain competitive, and therefore they are not able to access this bonus.

803

A

Ensure that all accredited providers receive the 10% accreditation bonus allowed for in the state Child Care Fund.

Cost: 5 | 10

Lead Agency: Partnership Staff
Affiliates:
to be determined

For other recommendations addressing expanded use of existing funding streams, see:

- Recommendations 208 and 209 regarding services to children with special needs,
- Recommendations 605 and 606 regarding benefits for early childhood service providers, and
- Recommendation 703 to increase use of D-CAP's (salary redirection) and other tax credits.

Increase flexibility of existing funding

Need/Barrier

Many HMOs and insurance companies do not cover costs for pediatric therapeutic services for young children with developmental delays or special needs. Many of these children are unable to access public funds for therapy and may also be ineligible for Early Childhood Special Education services.

804 B

Lobby the state of Minnesota to require HMOs and private insurance companies to cover pediatric therapeutic services for young children with mild/moderate developmental delays, and/or are otherwise ineligible for publicly subsidized service.

Cost: 5 | 15
Lead Agency: Partnership Staff
Affiliates:
to be determined

Need/Barrier

The federal Dependent Care Tax Credit is available to families with children in child care. However, if the parent is a family child care provider and also cares for her own child, she may not claim the tax credit. (The Minnesota Child and Dependent Care Tax Credit will be extended to family child care providers effective 1992.)

805
C

Lobby the federal government to extend the federal dependent care tax credit to the children of family child care providers.

Cost: in 913 | in 913
Lead Agency: Resources for Child Caring
Affiliates:
to be determined

806
C

Lobby the federal government to amend the D-CAP (salary redirection) tax credit to increase its benefit for low income families.

See Key at the beginning of this section for information on how to interpret recommendations.

Cost: in 913 | in 913
Lead Agency: Partnership Staff
Affiliates:
to be determined

Need/Barrier

The availability of the state Child Care Fund for children with special needs applies only to those parents who are employed, in school, or are STRIDE participants. In cases where parents do not meet these criteria, the County is solely responsible for child care costs associated with Child Protection and other environmental circumstances such as parents with mental illness, disability, chemical dependency, etc.

807
A

Lobby to extend the state Child Care Fund for children with special needs to include all children involved with Child Protection, regardless of their parents' employment or educational status.

Cost: 0 | 0
Lead Agency: Wilder Early Childhood Services and Interagency Early Intervention Committee
Affiliates:
to be determined .

For other recommendations regarding increased flexibility of existing resources see:

- Recommendations 201-205 regarding seamless service, and
- Recommendation 704 regarding coordinating and addressing gaps in financial assistance to parents.

Long-term Continuing Revenue

In the longer term, the major task of the Early Childhood Care and Education Council will be generating the continuing revenue for full and permanent implementation of these recommendations.

The Partnership recommends four strategies to accomplish this goal:

- **Establishing a long range vision** of the appropriate funding role of each major funder,
- **Expanding the level of funding in current funding streams** through state and federal advocacy,
- **Creating new public and private funding streams**, and
- Continuing efforts to **generate new creative ideas for financing services** and generating revenue.

Establish long-range vision

Need/Barrier

The major funders of early childhood care and education services have never engaged in a collaborative, long-term planning effort and as a result, the system suffers from duplication and overlap, service gaps, and poor use of limited resources.

808
A

> Establish a collaborative planning and decision-making process among the major funders on their primary focus for long-term funding responsibility for early childhood care and education, in order to minimize unnecessary duplication, address service gaps and to make more effective use of existing resources.

Cost: * | *
Lead Agency: Early Childhood Care and Education Council
Affiliates:

City of St. Paul	Employers
Foundations	Ramsey County Community Human Services
RAP Head Start	St. Paul School Board
Suburban School Boards	United Way of St. Paul
others to be determined	

(The Task Force completed preliminary work on potential areas of focus for major funders, and this can be used as a basis for the Council's planning. See Detail on Recommendation 808, Finance Section Supplement, p. xx)

(Diagrams 1 - 4 further illustrate the Partnership's vision on how early childhood care and education services for children, parents, and the system infrastructure should be financed in the future. See Finance Section Supplement, p. xx.)

Expand current funding

Need/Barrier

Federal Child Care and Development Block Grant funds are not sufficient to address child care needs.

809
A

> Lobby for annually increased federal funding for the Child Care and Development Block Grant.

Cost: in 913 | in 913
Lead Agency: Partnership Staff
Affiliates:
to be determined

(See also Recommendation 701 regarding increased funding for Head Start and the Child Care Fund.)

Create new funding streams

Need/Barrier

The child care system relies almost exclusively on parent fees and underfunded public streams. The generation of new and/or expanded public streams is critical to the survival of the early childhood care and education system.

See Key at the beginning of this section for information on how to interpret recommendations.

810
A

Work with St. Paul and suburban public schools to include funding for early childhood care and education services, consistent with the Partnership's vision, in their next referendum.

Cost: 0 | 0
Lead Agency: Partnership Staff
Affiliates:
to be determined

811
B

Develop a plan to create and lobby for public school taxing authority for early childhood care and education services, both school- and community-based.

Cost: 0 | 0
Lead Agency: Partnership Staff
Affiliates:
to be determined

Generate new ideas

812
B

Continue to explore and develop new creative methods to bring revenue into the early childhood care and education system.

The following ideas were generated by the Task Force, and require further exploration:

- "pay now, repay later" concept, demonstrating that investment in young children now saves in the long run,
- increase the county levy limit for early childhood care and education,
- place a surcharge on utility bills,
- linking early childhood services to other investments, especially for start-up and expansion costs, including:
  - interest subsidies from banks for child care in low income housing developments
  - CRA credits from banks
  - neighborhood development funds
  - real estate development
  - interest on capital (50% tax exempt) for ESOPs,
- utilizing the bonding authority of the state, public schools, city and port authority for capital costs, and
- employer guaranteed loans to early childhood care and education programs for start-up and expansion.
- modeling the Partnership's leadership structure on the Twin Cities Family Housing Fund model.

Cost: 0 | 0
Lead Agency: Primary Staff
Affiliates:
to be determined

Finance Section Supplement

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Potential Areas of Focus for Major Funders in the Long Term (Detail on Task Force Recommendation 808) 129

Definitions:

Continuing Costs - refer to ongoing expenses associated with the provision of services and the ongoing implementation of Partnership recommendations.

Start-up and Leverage Costs - refer to initial expenses associated with initiating implementation of the Partnership recommendations.

Working Draft: Current Annual Expenditures for Child Care and Early Education Services in Ramsey County: By Funding Source and Function

Note: This document is a working draft outlining estimates on the 1990 public and private expenditures on early childhood care and education services in Ramsey County. The "functions" outlined across the columns on the top reflect the early Task Force categorizations of recommendations. (These correspond roughly with the sections of recommendations in this report.) In a number of cases, funds were known to exist in certain categories, but estimates of totals were not obtainable. In other cases, funds indicated in one category also cover service functions in other categories. Some sources of funds listed in the column on the left have no dollar figure indicated; these are funds which were projected to be available for the next fiscal year.

Though this document estimates a total of $120.4 million in the county's system, rough estimates, which include guesses on the "unknown" amounts, place the figure closer to $125 million for Ramsey County's total annual expenditures on early childhood care and education services.

Major conclusions which may be drawn from study of this chart are that:

- the majority of the funds in the system are direct parent fees for service ($72 million of $120.4 million, or 60% of total expenditures.)
- the early childhood service system is characterized by an incredibly complex pattern of uncoordinated, discontinuous, categorical funding streams, most of which are administered by different public and private agencies, and have different eligibility criteria and application processes.

Working Draft: Current Annual Expenditures (1990) for Child Care and Early Education Services in Ramsey County: by Funding Source and Function (Draft 5/91)

CURRENT ($ in thousands)	Parent Preparedness	Parent Financial Assistance Direct	Program	Comty Awareness	Coordinated Svce	Child Devt Focus	Accreditation	Coordinated Training	Resource Network System	Licensing	Compensation	Capital & Startup	Leadership & Coord'n	Data & Evaluat'n	Employers	Comties of Color	TOTAL $ in thousands
FEDERAL																	
AFDC Inc Dis																	$ 0
AFDC Special Need																	$ 0
FSA Welfare Ref														15 (DHS/RCC Contract)			$ 15
4F-Stride		1,000															$ 1,000
at risk																	$ 0
training																	$ 0
Title XX																	$ 0
CCDBG-75%																	$ 0
-early ch devel																	$ 0
-school age																	$ 0
-quality																	$ 0
data requirements																	$ 0
Title I																	$ 0
PL 99-457			2,700														$ 2,700
Neighb revitalization					XXX												$ 0
Comm'ty Devt Block Gr												600 (City/Wilder Loan Fund)					$ 600
Child Care Food Prog			3,200					##	##								$ 3,200
Dep Care Block Grant																	$ 0
Head Start			1,100		##			##	##								$ 1,100
CDA Grants								XXX	XXX								$ 0
D-CAP		5,000															$ 5,000
Dep Care Tax Cr		7,300															$ 7,300
DCTC-Family Ch Cr																	$ 0
EITC																	$ 0
STATE																	
AFDC Inc Dis match																	$ 0
FSA Stride mat		969															$ 969
Ch Care Fund-subsidy		1,400															$ 1,400
-R&R	15																$ 15
-Devt Grants							##	100	100	##							$ 20
						(Startup 1/2 accred)											

XXX = Funds known to exist, total amount unknown   ## = Dollar amount to left also covers other service functions indicated

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Current Annual Expenditures (continued)

CURRENT ($ in thousands)	Parent Preparedness	Parent Financial Assistance		Comty Awareness	Coordinated Svce	Child Devt Focus	Accreditation	Coordinated Training	Resource Network System	Licensing	Compensation	Capital & Startup	Leadership & Coord'n	Data & Evaluat'n	Employers	Comties of Color	TOTAL $ in thousands
		Direct	Program														
STATE (continued) *																	
Head Start supplement			437		##			##	##								$ 437
Spec Ed Expansion			18,200														$ 18,200
EC/FE	894				##												$ 894
Technical College								323	323								$ 646
Way to Grow					125												$ 125
Families Plus																	$ 0
General Fund														15 (SDE/RCC Contract)			$ 15
Provider Benefit Plan																	$ 0
Dep Care Tax Cr		1,200															$ 1,200
Licensing Fee Waiver							XXX										$ 0
COUNTY																	
AFDC Match																	$ 0
AFDC Special Need		225															$ 225
CC Fund Match		368															$ 368
General	36				(R&R Contract)												$ 36
Provider Benefit Plan																	$ 0
Data & Evaluation																	$ 0
CITY																	
Partnership grants		100															$ 100
Fam Res Ctr-Frogtown					175												$ 175
General													15 (Partnership Support)				$ 15
Provider Benefit Plan																	$ 0
PUBLIC SCHOOLS																	
EC/FE Levy	764																$ 764
General	82.85				(Working Parents Res Ctr)								15 (Partnership Support)				$ 97.85
Special CC/EE Taxing																	$ 0
IEIC																	$ 0
Community Ed					30												$ 30
Assigned Staff																	$ 0
Provider Benefit Plan																	$ 0
Provider Training																	$ 0

XXX = Funds known to exist; total amount unknown

= Dollar amount to left also covers other service functions indicated

Current Annual Expenditures (continued)

CURRENT ($ in thousands)	Parent Preparedness	Parent Financial Assistance		Comty Awareness	Coordinated Svce	Child Devt Focus	Accreditation	Coordinated Training	Resource Network System	Licensing	Compensation	Capital & Startup	Leadership & Coord'n	Data & Evaluat'n	Employers	Comties of Color	**TOTAL** $ in thousands
		Direct	Program														
PRIVATE																	
United Way			700		##								14 (Partnership Support)				$ 714
Foundations-est			500	##				##	##				46.25## - RCC				$ 546.25
McK-Fam Res Ctr					63												$ 63
Corporations-Cash Contr													15				$ 15
Corporations Inkind																	$ 0
P.O.S. R&R and Parent	26																$ 26
Target Family to Family																	$ 0
General Private Contrib							XXX										$ 0
Demo/Pilot Grant																	$ 0
Wilder Res Ctr														8.75 (Partnership)			$ 8.75
Churches																	$ 0
PARENTS																	
Child Care Fees		72,000									##						$ 72,000
R&R Fees	18																$ 18
ECFE Fees	93																$ 93
PROVIDERS																	
MnAEYC Dues				XXX													$ 0
Training Fees								40	40								$ 80
Provider Benefit Plan																	$ 0
MISCELLANEOUS																	
Pay Now, Repay Later																	$ 0
EPSDT-Fed, State, Etc.						XXX											$ 0
HMOs Req to Cover																	$ 0
TOTAL	$ 1928.85	$ 89,562	$ 26,837	$ 0	$ 393	$ 0	$ 0	$ 463	$ 463	$ 0	$ 0	$ 600	$ 105.25	$ 38.75			$ 120,390.85

XXX = Funds known to exist; total amount unknown.

= Dollar amount to left also covers other service functions indicated.

Ramsey County Child Care and Early Education Current Revenue: Flexibility for Redirection

Note: This document was developed in response to the Leadership Committee's concern that before we embark on an effort to raise substantial new resources, we should be sure that we are making the best use of resources that currently exist. Therefore, the Task Force's Revenue Subcommittee completed this analysis of the flexibility of existing funds in the early childhood care and education system.

It should be noted that the dollar figures in this document differ from those in the "Working Draft: Current Annual (1990) Expenditures for Child Care and Early Education." This is due to the fact that this is a later draft (Fall 1991), more dollar figures were available, and new monies (including Federal CCDBG) were figured in.

Conclusions that may be drawn from this analysis are that:

- for the funds that have a moderate level of flexibility (including CCDBG, Child Care Fund, and Head Start), there are some ways to make better use of these resources. Several of the Partnership recommendations address coordination of funding streams and making better use of existing resources. (See especially Recommendations 201-205, 704, 805-808.)
- there is very little flexibility for redirection of existing funds, and new resources will be required to fund most new initiatives.

Summary

Total Annual Revenue:	$124 million
Low or No Flexibility:	$115.6 million
Medium Flexibility:	$7.25 million
High Flexibility:	$1.15 million

Definitions:

High Flex.: Money can technically and legally be used for *other* purposes. Political feasibility ranges from *easy to difficult.*

Medium Flex.: Money can technically and legally be used for *related* purposes. Political feasibility ranges from *easy to difficult.*

Low or No Flex.: Money *cannot be used differently* without legislative change or losing it. Political feasibility ranges from *challenging to practically impossible.*

High Flexibility Includes:

Item	Decision maker	Amount	Description
CCDBG	County and DHS	$75,000	new federal money in grants to counties
Child Care Fund —development grants	Local w/in guidelines	$100,000	annual grant money
City Partnership Grants	City	$100,000	annual grant money
United Way	United Way	$14,000	Partnership
Foundations	Individual Foundations	$600,000	supports innovation, some operations, Wilder, RCC, Partnership
Corporations	Individual Corporations	$145,000	Partnership, RCC, misc
Individuals	Individual Contributors	$50,000	RCC, Childrens Home, misc

Medium Flexibility Includes:

CCDBG	State-DHS	$145,000	new money for school age & resource & referral
Commun Devel Block Grant	City	$600,000	city contract with Wilder for start up loans to new providers
Head Start	Local Head Start w. OK from feds	$1,100,000	must be used for Head Start, but flexibility in how delivered
	Local Head Start w. OK from State	$437,000	
Child Care Fund subsidy	Some county flex or state leg.	$1,400,000	low income subsidy, some flexibility in how delivered, legislature could adjust eligibility categories
ECFE	local ECFE within guidelines	$1,658,000	must be used for Parent Education, but some flexibility in how delivered
Technical College	St. Paul Tech College	$323,000	must be used for provider training, some flexibility in how delivered
Way to Grow	?	$125,000	
Special Need	County	$225,000	care for kids in protection cases, mandated, some flexibility in level or amount

Medium Flexibility Includes (Continued):

Item	Decision maker	Amount	Description
County general fund	County	$60,000	special needs project & low income referrals
Family Resource Ctr	City?	$175,000	
schools general	St. Paul schools	$98,000	Working Parent Resource Center
United Way	United Way	$700,000	subsidize centers for low and middle income families
Corporations—purchase of service	Indiv Corps	$32,000	purchase of referrals
referral & ECFE fees	parents	$111,000	purchase of referral and parent education services
provider dues & fees	providers	$40,000	purchase of training and association services

Flexibility for Redirection

Funding Source	Total Funds	Level of Flexibility			Decision Maker	Current Use
		Low	Medium	High		
FEDERAL						
AFDC Income Disregard	1,680,000	1,680,000				
FSA-Welfare Reform	15,000		15,000		State-DHS	data collection
—4F-Stride	1,000,000	1,000,000				
—at-risk	500,000	500,000				
—training	0		0		State DHS	
CCDBG-subsidy	700,000	700,000				
—early childhood/quality	75,000			75,000	State DHS & County	new money
—school age	95,000		95,000		State-DHS	new money
—quality	50,000		50,000		State-DHS	new money
Title I	0		0		School District	?
PL 99-457	2,700,000	2,700,000				
Neighborhood Revitalization	0		0		City w/in guidelines	?
Commty Devt Block Grant	600,000		600,000		City w/in guidelines	start up loans
Child Care Food Program	3,000,000	3,000,000				
Head Start	1,100,000		1,100,000		Local H.S. w/in guides	reg Head Start
CDA Grants	5,000	5,000				
D-CAP	5,000,000	5,000,000				
Dependent Care Tax Credit	7,300,000	7,300,000				
Earned Income Credit	500,000	500,000				
STATE						
AFDC match	969,000	969,000				
FSA Stride match	0	0				
Child Care fund-subsidy	1,400,000		1,400,000		State Legislature	basic sliding fee
—resource & referral	15,000		15,000		State Legislature	referral
—development grants	100,000			100,000	Local w/in guidelines	new money
Head Start supplement	437,000		437,000		Local H.S. w/in guides	regular Head Start
Special Education expansion	18,200,000	18,200,000				
EC/FE	894,000		894,000		Local H.S. w/in guides	Parent Education
Technical College	323,000		323,000		Loc Tech Coll w/in guide	provider trng/parent ed
Way to Grow	125,000		125,000		?	?
general fund	15,000		15,000		State-DHS	data collection
Dependent Care Tax Credit	1,200,000	1,200,000				
licensing fee waiver	2,000	2,000				

Flexibility for Redirection (Continued)

Funding Source	Total Funds	Level of Flexibility			Decision Maker	Current Use
		Low	Medium	High		
COUNTY						
AFDC match	100,000	100,000				
Special Need	225,000		225,000		Local-County	special needs/protection
Child Care Fund match	368,000	368 000				
general fund	60,000		60,000		Local-County	low income referral & special
						needs project
CITY						
Partnership Grants	100,000			100 000	City	new money next year
Family Resource Ctr-Frogtown	175,000		175 000		City?	Family Resource Ctr
general	15 000			15 000	City	CC/EE Partnership
PUBLIC SCHOOLS						
EC/FE levy	764,000		764,000		Local ECFE w/in guides	Parent Education
general	97 850		97,850		School District	Working Fam Res Ctr
Community Education	30,000		30,000		School District	Community Ed
PRIVATE						
United Way	714 000		654,000	60,000	United Way	subsidize ctrs for low income &
						mid income parents. PT
Foundations	609 250			609 250	Individual Foundations	innovation, Wilder, RCC
Corporations - cash contr	145,000			145,000	Individual Corporations	PT,RCC, misc
- purchase of service	32,000		32,000		Individual Corporations	referral services
general private contributions	50,000			50,000	Individual Contributors	RCC misc
Wilder Research Center	8,750	8,750				
churches	400,000	400,000				
PARENTS						
Child Care Fees	72,000,000	72 000,000				
referral fees	18,000		18,000		Parents	referral
EC/FE fees	93,000		93,000		Parents	parent education
PROVIDERS						
dues and fees	40,000		40,000		Providers	training/association dues
TOTAL	124,044,850	115,632,750	7,257,850	1,154,250		

The Money Flow

Note: This document illustrates the complex nature of the flow of early childhood care and education funds to parents and service providers through federal, state and local funding streams.

Note: All $ are in millions

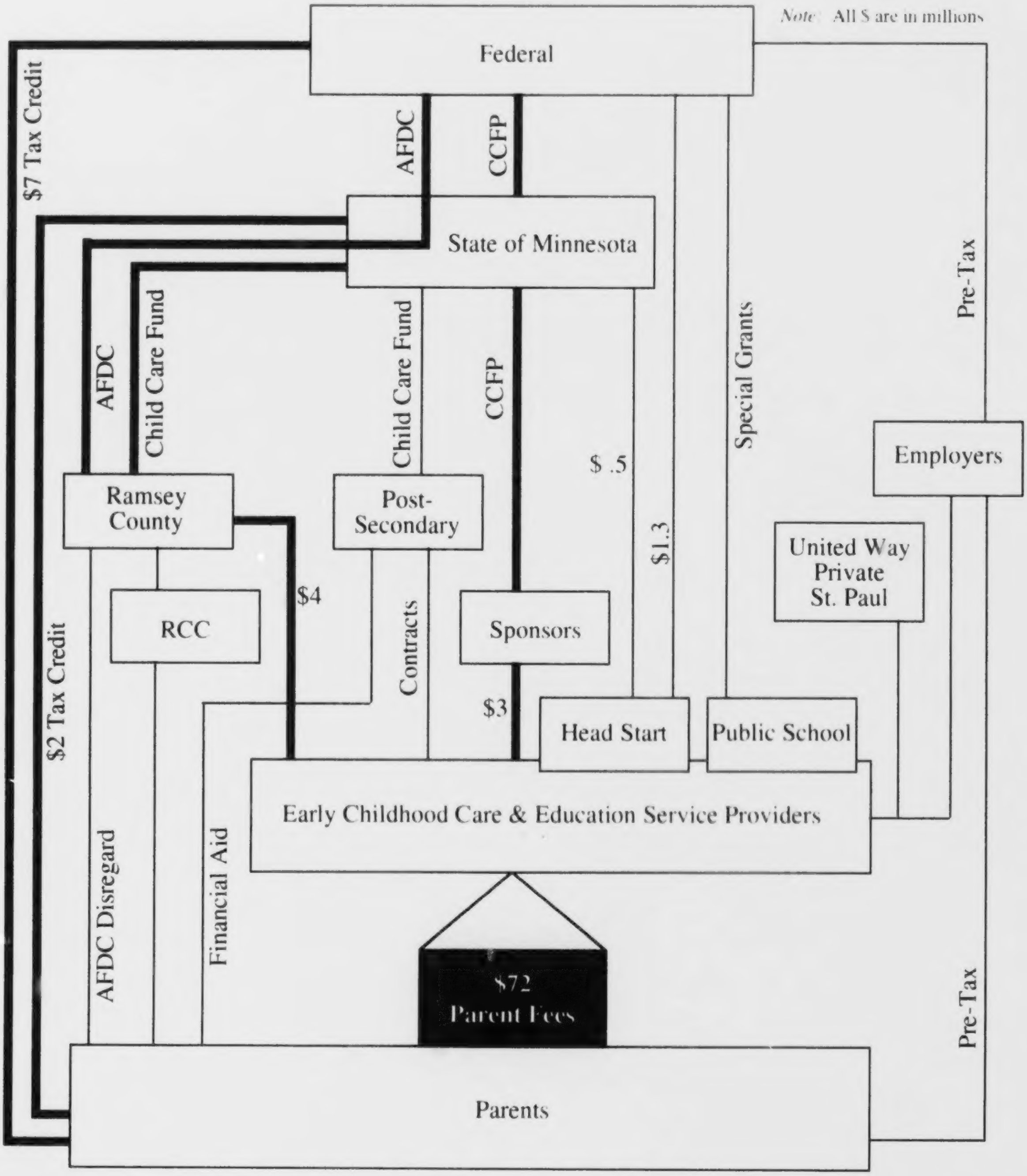
Federal
$7 Tax Credit
AFDC
CCFP
State of Minnesota
Pre-Tax
AFDC
Child Care Fund
Child Care Fund
CCFP
Special Grants
$ .5
Employers
Ramsey County
Post-Secondary
$1.3
United Way Private St. Paul
$4
RCC
Sponsors
$2 Tax Credit
Contracts
$3
Head Start
Public School
Early Childhood Care & Education Service Providers
AFDC Disregard
Financial Aid
$72 Parent Fees
Pre-Tax
Parents

Diagram 1

Note: Diagram 1 illustrates the Task Force's vision for who should pay for early childhood care and education services **for children**, according to family income and the special needs of the child. This diagram shows the basic concept that children should not be denied service due to parents' inability to pay. All children, regardless of family income, should have access to high quality affordable services. The lower the family income and the greater the special needs of the child, the larger the public share of the cost. Parents in upper income brackets should be expected to pay a higher percentage of the cost of service for their children than parents in lower income brackets. This diagram is intended to indicate the concept, not show the specific dollar sharing for sliding fee. (see also Diagram 2)

Vision: Who Should Pay for Continuing Early Childhood Care and Education Services for Children By Income and Type of Service

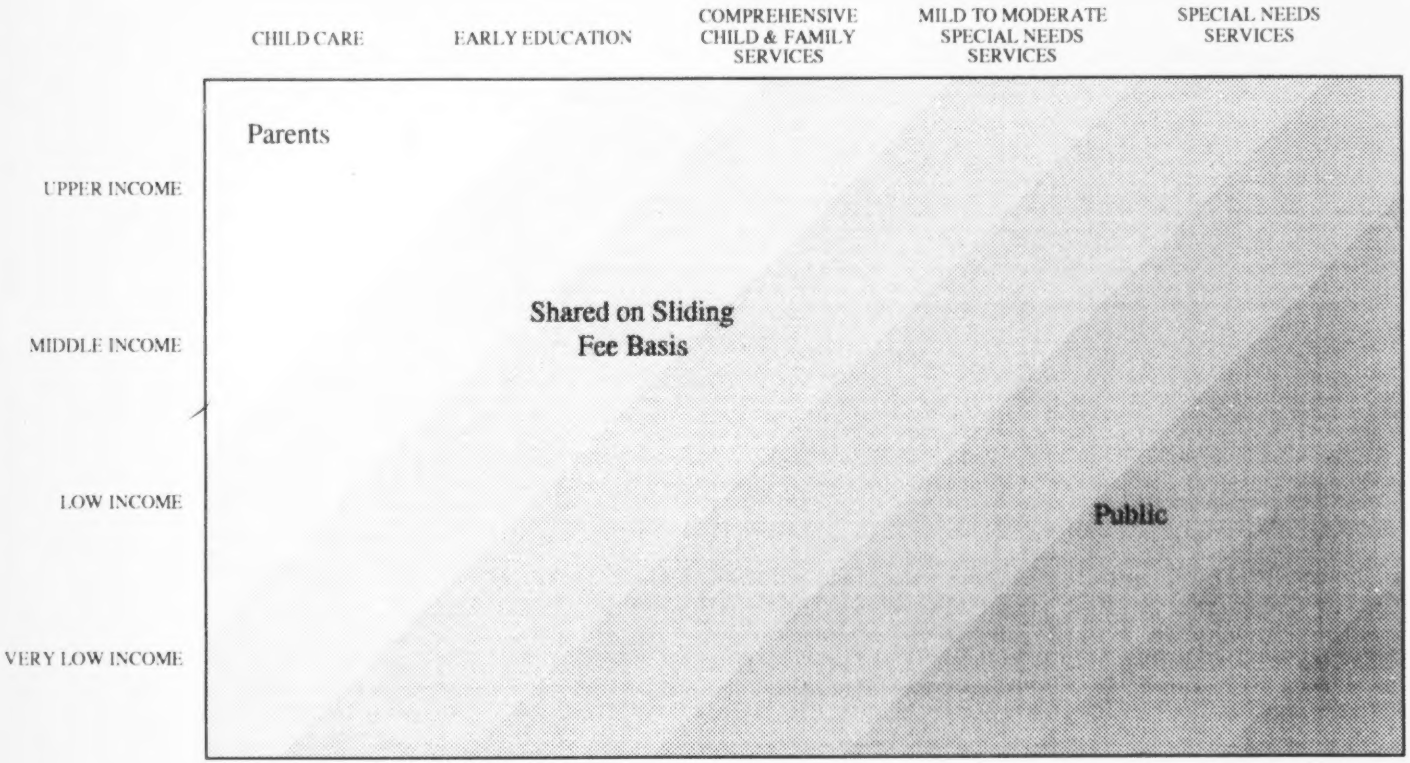
CHILD CARE
EARLY EDUCATION
COMPREHENSIVE CHILD & FAMILY SERVICES
MILD TO MODERATE SPECIAL NEEDS SERVICES
SPECIAL NEEDS SERVICES
UPPER INCOME
MIDDLE INCOME
LOW INCOME
VERY LOW INCOME
Parents
Shared on Sliding Fee Basis
Public

Diagram 2

Note: Diagram 2 adds further detail to Diagram 1 by indicating specifically who should pay for early childhood care and education services **for children**. In each category, funders are listed in rank order according to percentage contributed to total cost. The percentage of the cost that parents are expected to contribute varies according to family income. (see also Diagram 1)

Vision: Who Should Pay[1] for Continuing Early Childhood Care and Education Services for Children[2]

<table>
<tr><th>Note: Funders are listed in rank order, according to percentage contributed to total cost.</th><th>CHILD CARE</th><th>EARLY EDUCATION</th><th>COMPREHENSIVE CHILD & FAMILY SERVICES</th><th>MILD TO MODERATE SPECIAL NEEDS SERVICES</th><th>SPECIAL NEEDS SERVICES</th></tr>
<tr><td>UPPER INCOME</td><td colspan="2">Parents
Employer</td><td rowspan="2">Parents
Schools</td><td colspan="2" rowspan="2">Schools
Human Services
Health[9]
Parents</td></tr>
<tr><td>MIDDLE INCOME</td><td colspan="2">Parents
Tax Credit[5]
Employer</td></tr>
<tr><td>LOW INCOME</td><td>Human Services[6]
Tax Credit
Employer
Parents</td><td>Schools[7]</td><td>Schools</td><td colspan="2" rowspan="2">Schools
Human Services
Health</td></tr>
<tr><td>VERY LOW INCOME</td><td>Human Services
Tax Credit
Employer</td><td>Schools</td><td>Head Start[8]
Schools</td></tr>
</table>

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[1] Other funders will exist (e.g., churches, United Way, foundations) but they will represent less than 2% of the total. [2] Every program for children will combine several services. [3] For example, the Sliding Fee income guideline of eligibility for a family of three is $26,693 (75% of State median income). [4] For example, the Head Start income guideline of eligibility for a family of three is $11,140 (Federal Poverty Guidelines). [5] Federal and state tax credits. [6] Human Services includes federal, state and county money through the Human Service System. [7] Schools includes local state, and federal education fuinds. [8] Head Start includes federal and state Head Start funding. [9] Health includes public health money or HMO and private insurance payment for services.

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Diagram 3

Note: Diagram 3 illustrates the Task Force's vision for who should pay for services related to early childhood care and education **for parents**, according to family income. The major services for parents outlined here are: early childhood care and education consultation and referral, parent education, workplace flexibility and parental leave. In each category, funders are listed in rank order according to percentage contributed to total cost. The percentage of the cost that parents are expected to contribute varies according to family income.

Vision: Who Should Pay[1] for Continuing Services for Parents[2]

Note: Funders are listed in rank order, according to percentage contributed to total cost.

	ECCE CONSULTATION & REFERRAL	PARENT EDUCATION	WORKPLACE FLEXIBILITY[7]	PARENTAL LEAVE[8]
UPPER INCOME	Parents Employer	Schools[6] Parents	Employers Parents	Employers Parents
MIDDLE INCOME	Parents Employers	Schools Parents	Employers Parents	Employers Parents Tax Credits
LOW INCOME[3]	Human Services[5] United Way Parents Employers	Schools	Employers Parents	Employers Tax Credits Parents
VERY LOW INCOME[4]	Human Services United Way Employers	Schools	Employers Parents	Employers Tax Credits

[1] Other funders will exist but will represent a small share of the field. [2] Services related to early childhood care and education. [3] For example, the Sliding Fee income guideline of eligibility for a family of three is $26,693 (75% of State median income). [4] For example, the Head Start income guideline of eligibility for a family of three is $11,140 (1991 Federal Poverty Guidelines). [5] Human Services includes federal, state and county money through the Human Service System. [6] Schools includes local state, and federal education funds including EC/FE. [7] Workplace flexibility includes policies such as flex-time, job sharing, part-time arrangements, etc.. [8] Parental leave includes paid and unpaid job guaranteed leave following birth or adoption, or to care for a sick child.

Diagram 4

Note: Diagram 4 illustrates the Task Force's vision for who should pay for the continuing costs of the **infrastructure** of the early childhood care and education system. Infrastructure is defined as all of the services which do not fall into the categories of direct services to children or parents (which are outlined in Diagrams 1, 2 and 3.) Recommendations are summarized by section of this report, but Early Childhood Advocates are presented separately because they are recommended to be part of the continuing infrastructure of the service system.

Vision: Who Should Pay for Continuing Costs of Infrastructure for Early Childhood Care and Education

Partnership Recommendations	Private Funds				Public Funds		
	Foundations	United Way	Employers	Religious Institutions	Schools	City	Human Services
Services for Communities of Color	X	X	x	x	x	X	X
Early Childhood Advocates	X	X		X	x	X	x
Services for Employers	x	x	X				
Quality	X	X	x	x	X	x	X
Structure—Leadership	X	X	X	X	X	X	X

KEY: X = Major funding role.
x = Minor funding role.

Note: Vision assumes that current levels of funding for Early Childhood Care and Education Services must not be eliminated, reduced, or redirected.

Diagram 5

Note: Diagram 5 focuses specifically on the Task Force vision for who should pay for **leverage and start-up** costs needed to launch implementation of the Partnership recommendations. Recommendations are summarized by section of this report, except for the recommendation for neighborhood-based Early Childhood Advocates. This recommendation is presented separately due to its suggested funding pattern.

Vision: Who Should Pay for Leverage and Startup of Partnership Recommendations

Partnership Recommendations	Private Funds				Public Funds		
	Foundations	United Way	Employers	Religious Institutions	Schools	City	Human Services
Community Awareness	X	X	X				
Services for Children	X	X	x	x	X	x	X
Services for Parents	X	X	X		X		X
Services for Communities of Color	X	X	x	x	x	X	X
Early Childhood Advocates	X	X		X	x	X	x
Services for Employers	x	x	X				
Quality	X	X			X	x	X
Structure—Leadership	X	X	X	X	X	X	X

KEY: X = Major funding role.
x = Minor funding role.

Note: Vision assumes that current levels of funding for Early Childhood Care and Education Services must not be eliminated, reduced, or redirected.

Potential Areas of Focus for Major Funders in the Long Term

(Detail on Task Force Recommendation 808)

FEDERAL

Services to Children

Tax Credits to parents and providers; full funding of Head Start; block grants to state for major share of Human Service items; major share of Public School items; Child Care Food Program

EMPLOYER

Services to Children

partial subsidy of services for employee children

Services to Parents

leave and flexibility; consultation and referral; parent education (all for own employees)

Infrastructure

leadership; services for employers; innovation

FOUNDATIONS

Services to Children

start-up and leverage

Services to Parents

start-up and leverage

Infrastructure

leadership; start-up and leverage; Early Childhood Advocates; quality improvements; services for communities of color; innovation

UNITED WAY

Services to Children

start-up and leverage; gaps

Services to Parents

consultation and referral for low income; start-up and leverage

Infrastructure

leadership; community awareness; start-up and leverage; Early Childhood Advocates; quality improvements; services for communities of color

RELIGIOUS INSTITUTIONS

Services to Children

facility and other subsidies

Services to Parents

parent education

Infrastructure

leadership; Early Childhood Advocates; services for providers

PARENTS

Services to Children

services for own children on sliding fee basis; increased fees for those who can afford it

Services to Parents

share of all costs based on income

Structure and Leadership

***Note:** As of this writing, the Partnership is in the process of determining the composition, role and function of its future structure for leadership and implementation. The structure proposed in the following section of this report is based on the work of the Task Force, and in particular the Planning Subcommittee, and reflects only one of the options currently under consideration. A final agreement on structure and leadership is expected to be completed in the fall of 1992. Written copies of the final structure will be available to the public at that time and may be obtained by contacting Partnership staff. (See p. 169)*

Successful implementation of the Partnership recommendations requires that an effective collaborative structure for community leadership and fundraising be in place.

The Partnership's vision is that early childhood care and education services will, and should, continue to be delivered and funded by multiple public and private institutions and agencies in the community. The challenge in this situation is to organize funders, policy-makers, employers, service providers and parents in collaboration so that:

- there is leadership, shared vision and direction,
- multiple funding sources are coordinated to ensure seamless service for children and easy access for parents and providers, and
- the community does not create a new and inaccessible bureaucracy.

There are five major tasks that a leadership structure must accomplish:

- generate and commit resources to implement the Partnership's recommendations,
- ensure the continued collaboration of funders, service providers and parents,
- represent the cultural diversity of the community,
- maintain a holistic view of the early childhood care and education needs of children and families, and
- continue to apply and adapt the Partnership vision to changing social forces and community needs.

To accomplish these tasks, the following strategies are recommended:

- **establish a leadership structure** consisting of an Early Childhood Care and Education Council, staff and community advisory groups,
- **establish mechanisms for data collection and monitoring, and evaluation** of progress in meeting Partnership objectives,
- **establish commitment to ongoing collaborative planning,**
- **report to the community** on early childhood care and education needs and progress in implementing Partnership recommendations, and
- **strengthen advocacy efforts** for early childhood care and education.

KEY:

Priority Level

A+	should have been done yesterday
A	must be done today
B	should be done today
C	can wait until tomorrow

Estimated Cost
All figures are in $1,000s.
Cost: 10 | 50
1st # = cost for first year
2nd # = total cost for first five years
* = no cost policy item
? = cost unknown

Lead Agency
The agency/organization recommended to take a lead role in implementation.

Affiliates
The agencies/organizations potentially involved in implementation.

The Partnership's future leadership structure will be uniquely positioned to establish relationships and work with other state and county early childhood initiatives. It is expected that the Partnership will work closely with the Minnesota Early Childhood Care and Education Council, established by the 1991 Minnesota Legislature. The Partnership is also expected to be a critical player in other efforts for greater coordination in the planning and delivery of human services in the Twin Cities metropolitan area.

Leadership structure

901

A+

Establish a three-part leadership structure, including an Early Childhood Care and Education Council, staff, and community advisory groups.

902

A+

Establish the Early Childhood Care and Education Council in Ramsey County.

The primary responsibilities of the Early Childhood Care and Education Council are to:

- raise leverage and start-up funds necessary to launch implementation of the recommendations,
- generate funds necessary for the long-term implementation of the recommendations,
- assure continued collaboration of the key public and private funders, and
- monitor and evaluate progress over time and adjust plans as needed.

903

A+

Establish agreement among Early Childhood Care and Education Council members to:

- use the Council as their forum for addressing early childhood care and education issues and unmet needs, for problem-solving and for information-sharing,
- select a CEO-level representative to the Council who can act on behalf of the organizations on the Council,
- use the Partnership recommendations as a guide in developing plans, annual budgets and new initiatives for their own agencies, and
- instruct staff from their agencies to work collaboratively with staff hired or contracted by the Council.

904

A+

Contract with an existing community agency for primary staff to implement the Partnership recommendations under the direction of the Early Childhood Care and Education Council.

The primary responsibilities of the staff are to:

- work with public and private agencies to implement the Partnership recommendations,
- provide necessary fundraising support for the Council,
- provide necessary finance and revenue expertise for effective management of multiple funding streams, and to develop plans for long-term operating revenue,
- develop and maintain a database that will track the need for services, changing child and family needs, and progress in implementing recommendations,
- prepare an annual early childhood care and education report for the community, and
- recommend to the Council an annual plan based on Partnership recommendations, community input and current data on need and supply of services.

Cost: 200 | 500
Lead Agency: to be determined

905
A+

Establish collaborative agreements between the Early Childhood Care and Education Council and community agencies for staff to lead implementation of certain specific Partnership recommendations.

906
A+

Appoint eight to fifteen persons to serve as members of an Advisory Group for Staff in implementing the Partnership recommendations or Council actions.

907
A+

Appoint ad hoc advisory groups as needed to assist in implementing specific Partnership or Early Childhood Care and Education Council recommendations.

Data, monitoring and evaluation

908
A+

Select an evaluator to measure community progress in implementing the recommendations, and the effectiveness of the leadership structure in facilitating community progress.

Cost: 40 | 120
Lead Agency: Wilder Research Center

909
A+

Create and maintain a database, using existing public and private data sources, to measure the need and supply of early childhood care and education services, and community progress in achieving Partnership goals.

Cost: 40 | 100
Lead Agency: Resources for Child Caring and Wilder Research Center
Affiliates:
to be determined

Planning

910
A+

Commit to joint cooperative planning regarding funding, information collection and distribution, policy-making and service development in early childhood care and education.

Reporting to the community

911
A

Prepare and distribute regular reports to the community on early childhood care and education needs, opportunities for investment, community progress in implementing Partnership recommendations, and upcoming plans of the Council.

Cost: in 904 | in 904

Advocacy

In order to implement Partnership recommendations successfully, effective advocacy efforts will be needed on many levels. The Partnership should focus its advocacy efforts on areas which are most critical, including the generation of long-term revenue, and developing continuing collaborative agreements among the many public and private players in the early childhood service system. Where strong early childhood advocacy efforts already exist, these should be supported by the Partnership. Because individual Partnership players will have legislative/political agendas of their own, the Partnership should work to encourage these efforts to incorporate advocacy for the Partnership's collective agenda and vision.

912
A+

Establish an annual state legislative agenda for the Early Childhood Care and Education Council.

913
A

Establish a collaborative agreement with existing advocacy groups to organize support for the Partnership legislative agenda.

Cost: 10 | 50
Lead Agency: Children's Defense Fund, Child Care WORKS

See Key at the beginning of this section for information on how to interpret recommendations.

PART IV

Early Accomplishments of the Community Partnership: Child Care and Early Education

Early Accomplishments of the Community Partnership:

Child Care and Early Education

Introduction

The work of the Community Partnership: Child Care and Early Education resulted in significant accomplishments over the course of the two-year planning and development period. In addition to generating comprehensive recommendations for service development and policy change, many services were developed, modified and improved as a result of the Partnership process itself. The accomplishments of the Partnership outlined below attest to the high levels of expertise, commitment and enthusiasm among members that characterized the early phase of the Partnership process.

Accomplishments fall into these categories:

- Service Development
- Changes in Service Delivery
- Changes within Participating Agencies
- Committee Development
- Collaborative Grant Proposals/Fundraising
- Events/Activities
- Increased Awareness/Knowledge/Information Exchange and Referral
    - Increased understanding of early childhood issues and community resources
    - Opportunities for members to clarify and provide outreach for their own services
    - Increased referral sources, and increased resources for professionals
    - Increased "personalization" of referral and interagency collaboration

Service Development

The work of the Partnership's STRIDE Ad Hoc Committee resulted in significant accomplishments related to service development and delivery, including the following:

- The Committee developed a training session for STRIDE case managers, Ramsey County Child Care Fund staff and Resource and Referral staff. Three training sessions have been held, and approximately 100 people have been trained, resulting in a significantly increased interagency understanding of the complexities of the STRIDE program and the child care needs of participants. Training sessions have been videotaped.

- The Committee created and produced a clever skit illustrating the complexities and bureaucracy of the STRIDE program from the perspective of program participants. One committee member wrote and produced "The STRIDE Rap," a rap video which creatively pokes fun at all of the acronyms associated with STRIDE and other public assistance programs. These productions have had a statewide impact.
- The Committee advised and provided training for a project at Resources for Child Caring whereby customized (enhanced, more intensive) child care referral services were offered to a select number of STRIDE participants. This was a time-limited project funded through a grant from the Sheltering Arms Foundation, and the committee has recommended that this customized referral service be made available to all STRIDE participants.
- STRIDE Ad Hoc Committee discussions contributed to action taken at the Minnesota Department of Human Services regarding a policy change for STRIDE participants. Through this action, STRIDE participants will be allowed increased child care funding for necessary study time.
- Based on Committee discussions and identified need, STRIDE parents now participate in an orientation/information program at Resources for Child Caring focusing on child care needs and resource and referral services.
- Committee members have developed a service model for drop-in child care for STRIDE parents.
- Ramsey County Child Care Fund staff have participated in joint training sessions with STRIDE case managers, resulting in better working relationships among staff and a smoother intake process for participants.
- Ramsey County Child Care Fund staff have adopted a procedure for more aggressive outreach to young mothers in order to alleviate the STRIDE paperwork processing crunch at school enrollment times.

Other service developments resulting from the Partnership include:

- Minnesota Extension Service-Ramsey County is developing an audio-tech computer with voice board service whereby callers can access any one of a number of tapes on child care and parenting issues using a touch-tone telephone. There are likely to be approximately 50 child care/parenting related tapes. The development of additional technologies for reaching parents was a specific Partnership recommendation, and this helped staff to sell the project within Extension Services.
- The Working Parent Resource Center and Minnesota Extension Service-Ramsey County have developed a collaborative newsletter for working parents entitled "Life Balance Digest: for Employees Balancing Work, Personal and Family Life." It will be distributed six times a year, and is available for purchase by employers for a nominal fee.
- Corporate representatives involved in the Partnership decided to take action on the recommendation to establish a work and family professionals' network, an association of human resource professionals involved in developing work and family programs and policies. The Twin Cities Work and Family Network was established during the summer of 1992.

Changes in Current Service Delivery

- The Working Parent Resource Center is now offering classes at Capitol Child Care Complex.
- The St. Paul Public Library has collaborated with both Wilder Early Childhood Development Services and Resources for Child Caring to present classes for providers.
- The St. Paul Public Library has offered programming for parents at the Downtown Family Resource Center.
- Working Parent Resource Center newsletter/calendars are now being distributed through the Library branches.
- The Working Parent Resource Center has been using information gathered by the Partnership to educate employers regarding work/family issues.
- Staff at the St. Paul Public Library report that their resources have been much better used because of their greater exposure to service providers through the Partnership, especially the "Launch a Young Reader" program, which brings library resources to children in child care settings.

Changes within Participating Agencies

As a result of participation in the Partnership, many agencies made internal changes in response to things they had learned through the process.

- Capitol Community Services is considering changes in its employee benefits package due to greater technical knowledge of financing issues, especially regarding Dependent Care Assistance Plans.
- MnAEYC has been motivated to work more diligently to draw more agencies into their decision-making processes and to increase the diversity and representation on its Board.
- As a result of greater awareness of cultural issues, Resources for Child Caring has instituted a cultural diversity initiative for staff and board members.
- St. Paul Companies has used the Partnership list of resources/members for networking and resolving issues related to early childhood care and education.
- Resources for Child Caring has made changes in its Resource and Referral, Sliding Fee and Family Child Care services to better serve neighborhoods and reach communities of color.

Committee Development

In addition to all of the Partnership committees and subcommittees that were developed throughout the process, a number of other community committees were established to address other early childhood issues. Because of the increased community awareness, working relationships and trust that were established through the Partnership process, other committees have been easily assembled, and critical players are known and invited to participate.

- A focus group addressing the child care needs of the Hispanic community has been established, and has involved many Partnership players. The chair reports that due to the trusting working relationships previously established among Partnership members, this committee has been effectively putting the needs of the community first. Advised by this focus group, Wilder Family Child Care Services is implementing a successful initiative on the West Side of St. Paul providing support services for Hispanic family child care providers.

- Ramsey County has developed an interagency child care planning committee which will advise the County on planning, policy and service development related to child care. Many Partnership members are serving on this committee.
- Congregations Concerned for Children has assembled an advisory committee consisting of Partnership members to assist them in putting together a parent resource packet for congregations.
- Partnership staff and members have been involved in the St. Paul and North St. Paul/Maplewood/Oakdale public school districts' Learning Readiness Advisory Committees. As a result, these districts have developed Learning Readiness service plans which are consistent with the Partnership's vision for coordinated early childhood services.
- Partnership staff have participated in an advisory committee for CLUES Child Care Research Team.

Collaborative Grant Proposals/Fundraising

- The Partnership assembled a Special Needs workgroup which developed a grant proposal for new child care funds available through the Minnesota Department of Human Services. The proposal is for a collaborative effort between Wilder Child Guidance Clinic and Resources for Child Caring to provide services to children with social/emotional and behavioral concerns. The grant was approved for funding in May 1992, and service delivery will begin in the fall of 1992.
- The United Way of St. Paul Area has used child care experts from the Partnership in reviewing grant requests/proposals.
- The Partnership vision and recommendations were incorporated into a major collaborative grant proposal to the New American Schools Project, submitted by the St. Paul, Roseville and Blue Earth County Public School Districts.
- Partnership staff and members have supported other community agencies in their efforts to develop services and obtain funds by writing letters of support for grant proposals.

Events/Activities

A number of community events, activities and forums were hosted by the Partnership throughout its two-year planning and development effort.

- The Partnership hosted Governor Carlson's Action for Children Commission's St. Paul community forum and service provider meetings.
- The Partnership hosted several community forums designed to solicit input on the specific early childhood care and education concerns of minority groups and communities of color.
- The Partnership has hosted several meetings for exchange of information among all Ramsey County school district personnel involved in developing and administering Learning Readiness service plans for four year olds.

Increased Awareness, Knowledge, Information Exchange and Referral

Virtually all Partnership members report an increased level of awareness and understanding about early childhood care and education issues and services in the community. This increased knowledge and awareness is reflected in several ways. Verbatim quotes from Task Force members are found below:

- **Increased understanding of early childhood issues and community resources and services**

  "Increased awareness of child care needs and resources, and increased sensitivity to the child care needs of all families and children."

  "Greater awareness of the problems in trying to provide quality services and yet how essential this is in order to better serve children."

  "Issues were clearly defined, various agencies became committed to working together to deal with them and obtaining resources to solve or diminish problems."

  "Greater awareness of the differing needs of differing parts of the community, and acknowledgment that there is no one answer for any problem. I think more about my solutions and whether or not they are addressing my needs or the needs of the other person."

  "The dialogue with others has helped increase understanding of what's going on in the community and how our program fits into the big picture."

  "Increased awareness and clarification of other agency roles, responsibilities and regulations."

  "Have become more aware of the high level of competence in the human services/child care area, and the frustrations due to limited resources that constrain movement toward program quality."

  "Greater awareness of the expertise in the community and the potential for collaboration which exists."

  "We've all developed a broader vision for child care and early education, gained different perspectives on child care system and programs, and issues related to communities of color."

  "Have made a shift to systematic thinking with regard to early childhood care and education and the dollars that go along with it."

  "I've learned a great deal about the early childhood care and education community and issues/problems, and I expect that as parent and a citizen I will put this knowledge to use in various ways to assist in addressing these problems."

  "This process has expanded my professional expertise considerably."

- **Opportunities for members to clarify and provide outreach for the services which their organization or agency provides**

  "My participation allowed me to clarify rules and regulations for the community which had previously been misunderstood or misinterpreted. This resulted in ability to develop better cooperative working relationships in the community to the benefit of families and children."

  "It's been a good way to inform others of who we are and what we do."

  "It gave me an opportunity to share research on quality programs for young children."

  "I was able to market and promote our program through networking with other agencies."

  Partnership mailing lists have been used by a number of agencies and organizations to share information and to spread the word about various events, forums, legislative action opportunities, conferences, training programs, etc.

- **Increased referral sources for parents and children, and increased resources for professionals**

  "Our staff has been better able to make referrals to community agencies because of our increased awareness of what others offer."

  "I have become very aware of the services available in the county, and have been able to refer parents to programs better suited to their needs."

  "Significantly increased number of people in the community to ask questions when stuck."

- **Increased "personalization" of the process of referral and interagency collaboration**

  "The personal contacts have been very valuable. Getting to know people makes agencies and programs more accessible and understandable. When I'm referring someone to another agency, I know the person they'll be talking to."

  "The process has personalized the agencies, creating greater access and opportunities for collaboration."

  "We've developed much stronger working relationships with key players in the community."

Sources:

Partnership staff documented accomplishments of the Partnership process throughout the two year planning and development effort. At the April 1992 meeting, the Task Force was asked to complete an open-ended survey outlining members' perspectives on what had been accomplished through the Partnership process. Information from these two sources was combined to create this document. The preceding list of accomplishments should not be considered complete. (Draft 6/19/92)

APPENDIX

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Partnership Membership Lists

Community Partnership: Child Care & Early Education

Note: The following lists include all people who participated at any time in the Partnership planning process. Please accept our apologies if any names have been inadvertently left off the list.

Task Force and Subcommittee Members

Name		Agency
Rose	Ramirez, Chair	St. Paul Companies
Rose	Allen	Minnesota Extenson Service-Ramsey County
Judy	Alnes	Resources for Child Caring
Fritz	Angst	Briggs & Morgan
Kris	Barry	Wilder Foundation, Early Childhood Development Services
Eustolio	Benavides	Neighborhood House
Jean	Bender	Parent/Family Child Care Provider
Pam	Bohm	Model Cities Family Development Center
Marcie	Brooke	Working Parent Resource Center
Sandi	Cassavant	Early Intervention Alliance
Mary	Castor	Putting It All Together
Shirley	Carter	Putting It All Together
Patricia	Copa	St. Paul Technical College
Tom	Copeland	Resources for Child Caring
John	Couchman	The St. Paul Foundation
Linda	Cronk	Resources for Child Caring
Clarice	Davis	Family to Family Ties
Jane	Degler	Ramsey County Community Human Service Department
Delores	Dinzeo	Family Child Care Provider
Peg	Doheny	St. Paul Public Library
Pat	Donovan	Norwest Bank
Frances	Durkin	Resources for Child Caring
Kate	Ellefson	Merrick Community Services, My Turn
Ginee	Enberg	Wilder STRIDE Support Services
Joanne	Englund	League of Women Voters
Barbara	Epps	Children, Families and Community Initiative
Phyllis	Ettinger	Early Childhood Directors Association
Dee	Fautch	St. Paul Employment & Training Center
Donna	Forester	Family Child Care Provider
Pat	Fusco	Ramsey County Community Human Services Department
Loretta	Gagnon	Cleveland Jr. High
Lynn	Galle	University of Minnesota, Shirley G. Moore Laboratory Nursery School
Bobbie	Gant	Family Child Care Provider
Roy	Garza	City of St. Paul, Department of Community Services
Amparo	Gaston	Neighborhood House
John	Giovannini	Capitol Community Services
Virginia	Greenman	United Way of St.Paul Area
Rosemary	Gruber	Junior League of St. Paul

Sherry	Haaf	Resources for Child Caring
Beverley	Hawkins	Model Cities Health Center
Don	Henry	Parent
Jean	Hewitt	Ecolab
Mary	Hill	Family Child Care Provider
Pattie	Huiras	Family Child Care Provider
Peggy	Jackson-Chun	St. Paul Public Housing Authority
Neil	Johnson	Early Childhood Directors Association
Sue	Johnson	United Way of St. Paul Area
Laura	Kadwell	Children's Defense Fund
Patti	Kester	Adult & Children's Alliance
Sandra	King	St. Paul American Indian Center
Vicki	Kunerth	Minnesota Department of Human Services
Ardis	Kysar	St. Paul Public Schools, Discovery Club
Valerie	Lewicki	RAP Head Start
Angela	Mann	RAP Head Start
Dick	Mangram	Expo Graphics
Mary	Martin	Parents Anonymous
Harriette	Mathers	YMCA
Marianne	Matlon	Children's World
Barbara	Matthews	St. Matthews Day Care Center
Elaine	Mazzitello	Ramsey County Public Health
Dick	McCarthy	Merrick Community Services
Ethel	McConaghy	Work Family Directions
Mary Jo	McGuire	Minnesota House of Representatives
Verne	Melberg	St. Paul Public Schools, Community Education/Family Education
Barbara	Mons	Parent
Shirley	Moore	University of Minnesota, Institute of Child Development
Judy	Muenzhuber	Wilder Foundation, Early Childhood Development Services
Bob	Munns	St. Paul Employment & Training Center
Barbara	Naiditch	Confident Kids
Alice	Neve	St. Paul Public Library
Jackie	Olafson	Children's Home Society
Sue	Osten	3M, Employment Services Department
Cathy	Polanski	Family Services of Greater St. Paul
Glennis	Rasmussen	Ramsey County Community Human Services Department, DHS
De De	Ray	RAP Head Start
Lee	Rehfeld	Family Child Care Provider
Gail	Roberts	Payne-Phalen Family Resource Center
Teretha	Robinson	Merrick Community Services, My Turn
Judy	Rothenberg	Wilder Foundation, Early Childhood Development Services
Barbara	Roy	First Bank System
Terry	Saber	American National Bank
Beth	Sandell	St. Paul Public Schools, Early Childhood Family Education
Karen	Schanfield	Felhaber, Larson, Fenlon, & Vogt
Nancy	Schiebe	Wilder STRIDE Support Services
Deb	Schlick	City of St. Paul, Child Care Initiative
Kate	Seng	United Way of St. Paul Area
Morris	Shrago	St. Paul Public Schools, Early Childhood Special Education
Jean	Sidner	Resources for Child Caring
Erma	Sims	Pilgrim Academy
Jackie	Staley-McCormick	Arc Ramsey County
Jackie	Steiner	RAP Head Start

Jack	Stoltzfus	3M
Sue	Stoner	Mounds View Public Schools, Early Childhood Family Education
Deb	Swan	Face to Face
Lyle	Swanson	St. Paul Public Schools, Community Education
Judy	Swett	Parent
Jordana	Tatar	United Way of St. Paul Area
Linda	Thielbar	Resources for Child Caring
Cindy	Toppin	St. Paul Rehabilitation Center
Hoang Kim	Tran	Centre for Asian and Pacific Islanders
Kathy	Trimbach	Parent
Shirley	Tulberg	Ramsey County Family Day Care Licensing
Pa Kou	Vang	Centre for Asian and Pacific Islanders
Peg	Wangensteen	Congregations Concerned for Children
Prosper	Waukon	Prosper Industries
Marjorie	Weiser	Council of Jewish Women
Sheila	WhiteEagle	St. Paul Area Council of Churches
Fred	Williams	Hallie Q. Brown Community Center
Sharon	Wilson	St. Paul Rehabilitation Center
Carlton	Wright	Care Share
Choua Eve	Yang	Women's Association of Hmong and Lao, Inc.
Pam	Zagaria	First Bank System
Terry	Zern	Ramsey County Job Training

Steering Committee

Rose	Ramirez, Chair	St. Paul Companies
Rose	Allen	Minnesota Extension Service-Ramsey County
Barbara	Epps	Children, Families and Community Initiative
William	Fairman	RAP Head Start
Angela	Mann	RAP Head Start
Mary	Martin	Parents Anonymous
Verne	Melberg	St. Paul Public Schools, Community Education/Family Education
Glennis	Rasmussen	Ramsey County Community Human Services Department
Judy	Rothenberg	Wilder Foundation, Early Childhood Development Services
Deborah	Schlick	City of St. Paul, Child Care Initiative
Sue	Stoner	Mounds View Public Schools, Early Childhood Family Education
Jordana	Tatar	United Way of St. Paul Area
Linda	Thielbar	Resources for Child Caring
Peg	Wangensteen	Congregations Concerned for Children

Task Force Subcommittees

Parent Subcommittee

Name		Agency
Rose	Allen, Chair	Minnesota Extension Service-Ramsey County
Marcie	Brooke	Working Parent Resource Center
Shirley	Carter	Putting It All Together
Donna	Forester	Family Child Care Provider
Peggy	Jackson-Chun	St. Paul Public Housing Authority
Ardis	Kysar	St. Paul Public Schools, Discovery Club
Mary	Martin	Parents Anonymous
Barbara	Mons	Parent
Jackie	Olafson	Children's Home Society
Glennis	Rasmussen	Ramsey County Community Human Services Department
Beth	Sandell	St. Paul Public Schools Early Childhood Family Education
Jackie	Steiner	RAP Head Start
Deb	Swan	Face To Face Health & Counseling Services
Linda	Thielbar	Resources for Child Caring
Shirley	Tulberg	Ramsey County Family Day Care Licensing
Choua Eve	Yang	Women's Association of Hmong and Lao, Inc.

Quality Services Subcommittee

Sue	Stoner, Chair	Mounds View Public Schools, Early Childhood Family Education
Sharon	Wilson, Former Chair	St. Paul Rehabilitation Center
Kris	Barry	Wilder Foundation, Early Childhood Development Services
Pam	Bohm	Model Cities Health Center
Patricia	Copa	St. Paul Technical College
Linda	Cronk	Resources for Child Caring
Clarice	Davis	Family to Family Ties
Delores	Dinzeo	Family Child Care Provider
Phyllis	Ettinger	Early Childhood Directors Association
Lynn	Galle	University of Minnesota Shirley G. Moore Laboratory Nursery School
Sherry	Haaf	Resources for Child Caring
Patti	Huiras	Family Child Care Provider
Marianne	Matlon	Children's World
Shirley	Moore	University of Minnesota, Institute of Child Development
Judy	Muenzhuber	Wilder Foundation
Barbara	Naiditch	Confident Kids
Alice	Neve	St. Paul Public Library
Lee	Rehfeld	Providers Choice
Shirley	Tulberg	Ramsey County Family Day Care Licensing

Revenue Subcommittee

Judy	Rothenberg, Chair	Wilder Foundation, Early Childhood Development Services
Fritz	Angst	Briggs & Morgan
Jane	Degler	Ramsey County Community Human Services Deptartment
Barbara	Epps	Children, Families and Community Initiative
Virginia	Greenman	United Way of St. Paul Area
Rosemary	Gruber	Junior League of St. Paul
Laura	Kadwell	Children's Defense Fund
Vicki	Kunerth	Minnesota Department of Human Services
Mary Jo	McGuire	Minnesota House of Representatives
Sue	Osten	3M, Employment Services Department
Cindy	Toppin	St. Paul Rehabilitation Center

Planning Subcommittee

Pam	Zagaria, Chair	First Bank Systems
John	Couchman	The St. Paul Foundation
Joanne	Englund	League of Women Voters
John	Giovannini	Capitol Community Services
Don	Henry	Parent
Neil	Johnson	Early Childhood Directors Association
Cathy	Polanski	Family Services of Greater St. Paul
Jordana	Tatar	United Way of St. Paul Area
Glennis	Rasmussen	Ramsey County Community Human Services Department
Peg	Wangensteen	Congregations Concerned for Children

Employer Subcommittee

Jordana	Tatar, Chair	United Way of St. Paul Area
Pat	Donovan	Norwest Bank
Jean	Hewitt	Ecolab
Patti	Kester	Adults & Childrens Alliance
Dick	Mangram	Expo Graphics
Ethel	McConaghy	Work Family Directions
Barbara	Roy	First Bank System
Terry	Saber	American National Bank
Karen	Schanfield	Felhaber, Larson, Fenlon & Vogt
Jack	Stoltzfus	3M

Communities of Color Subcommittee

Teretha	Robinson, Co-Chair	Merrick Community Services, My Turn
Mary	Hill, Co-Chair	Family Child Care Provider
Mary	Castor	Putting It All Together
Barbara	Epps	Children, Families and Community Initiative
Loretta	Gagnon	Cleveland Jr. High
Amparo	Gaston	Neighborhood House
Bobbie	Gant	Family Child Care Provider
Sandra	King	St. Paul American Indian Center
Jean	Sidner	Resources for Child Caring
Hoang Kim	Tran	Centre for Asian and Pacific Islanders
Pa Kou	Vang	Centre for Asian and Pacific Islanders

STRIDE Ad-Hoc Committee

Linda	Thielbar, Chair	Resources for Child Caring
Frances	Durkin	Resources for Child Caring
Kate	Ellefson	Merrick Community Services, My Turn
Ginee	Enberg	Wilder STRIDE Support Services
Dee	Fautch	St. Paul Employment & Training Center
Pat	Fusco	Ramsey County Community Human Service
Virginia	Greenman	United Way of St. Paul Area
Bob	Munns	St. Paul Employment & Training Center
Glennis	Rasmussen	Ramsey County Community Human Services Department
Nancy	Schiebe	Wilder STRIDE Support Services
Sharon	Wilson	St. Paul Rehabilitation Center
Terry	Zern	Ramsey County Job Training

"Case" Ad-Hoc Committee

Fritz	Angst	Briggs & Morgan
Laura	Kadwell	Children's Defense Fund
Virginia	Greenman	St. Paul United Way
Rose	Ramirez	St. Paul Companies
Judy	Rothenberg	Wilder Foundation, Early Childhood Development Services

Fragmentation Ad-Hoc Committee

Pam	Bohm	Model Cities Family Development Center
Patricia	Copa	St. Paul Technical College
Lynn	Galle	University of Minnesota, Shirley G. Moore Laboratory Nursery School
Virginia	Greenman	United Way of St. Paul Area
Rose	Ramirez	St. Paul Companies
Judy	Rothenberg	Wilder Foundation, Early Childhood Development Services
Shirley	Tulberg	Ramsey County Family Day Care Licensing
Peg	Wangensteen	Congregations Concerned for Children
Sharon	Wilson	St. Paul Rehabilitation Center
Carlton	Wright	Care Share

Special Needs Committee

Jean	Bender	Parent/Child Care Provider
Pam	Bohn	Model Cities Family Development Center
Sandi	Cassavant	Early Intervention Alliance
Sherry	Haaf	Resources for Child Caring
Valerie	Lewicki	RAP Head Start
Judy	Rothenberg	Wilder Foundation, Early Childhood Development Services
Morris	Shrago	St. Paul Public Schools, Early Childhood Special Education
Jackie	Staley-McCormick	Arc Ramsey County
Judy	Swett	Parent
Cindy	Toppin	St. Paul Rehabilitation Center
Kathy	Trimbach	Parent
Jill	Weiss	Wilder Child Guidance Clinic

Executive Committee

Leonard	Wilkening, Chair	Wilder Foundation
Rose	Allen	Minnesota Extension Service-Ramsey County
Charmaine	Chapman	United Way of St. Paul Area
Pat	Donovan	Norwest Bank
Tom	Fashingbauer	Ramsey County Community Human Services Department
Virginia	Greenman	United Way of St.Paul Area
Beverley	Hawkins	Model Cities Health Center
Jean	Hart	The St. Paul Foundation
George	Latimer	Hamline Law School
Rose	Ramirez	St. Paul Companies
Judy	Rothenberg	Wilder Foundation, Early Childhood Development Services
Sue	Stoner	Mounds View Public Schools, Early Childhood Family Education
Paul	Verret	The St. Paul Foundation
Peg	Wangensteen	Congregations Concerned for Children

Leadership Committee

Leonard	Wilkening, Chair	President Emeritus of the Amherst H. Wilder Foundation
George	Latimer, Honorary Chair	Dean, Hamline University School of Law
Charmaine	Chapman, Co-Chair	President, United Way of St. Paul Area
Pat	Donovan, Co-Chair	President, Norwest Bank, St. Paul
Diane	Ahrens	Commissioner, Ramsey County Board
Dale	Anderson	RAP Head Start
Eustolio	Benavides	Executive Director, Neighborhood House
David	Bennett	Former Superintendent, St. Paul Public Schools
Bill	Carlson	Member, St. Paul School Board
Charmaine	Chapman	President, United Way of St. Paul Area
Norbert	Conzemius	President, First Bank St. Paul
Sue	Cummings	Former Member, Roseville School Board
Steve	Dress	Business Manager, St. Paul Trades & Labor Assembly
Tom	Fashingbauer	Director, Ramsey County Community Human Services
Curman	Gaines	Superintendent, St. Paul Public Schools
Virginia	Greenman	Board Member, United Way of St. Paul Area

Jean	Hart	Vice President, The St. Paul Foundation
Tom	Kingston	President, Amherst H. Wilder Foundation
Ronald	Krietemeyer	Administrator, Archdiocese of St. Paul and Minneapolis
Bob	Long	Council Member, St. Paul City Council
Rev. Earl	Miller	Pastor, Pilgrim Baptist Church
Rafael	Ortega	Executive Director, Chicanos Latinos Unidos En Servicios
Mark	Pabst	Senior Vice President, The St. Paul Companies
Jim	Scheibel	Mayor, City of St. Paul
Natalie	Haas Steffen	Commissioner, Department of Human Services
Hoan Kim	Tran	Executive Director, Centre for Asian and Pacific Islanders
Paul	Verret	President, The St. Paul Foundation
Prosper	Waukon	Executive Director, St. Paul American Indian Center

Consultants to the Partnership

Audrey	Anderson
Bryan	Barry
Dan	Bellm
Peter	Brown
Barbara	Epps
Sue	Hall
Don	Henry
Pat Bickner	Linder
Paul	Mattessich
Ethel	McConaghy
Shirley	Moore
Beth	Newkirk
Barbara	Raye
Paul	Woods
Micheal	Winer-Cyr

Partnership Staff

(all staff housed at Resources for Child Caring unless otherwise indicated)

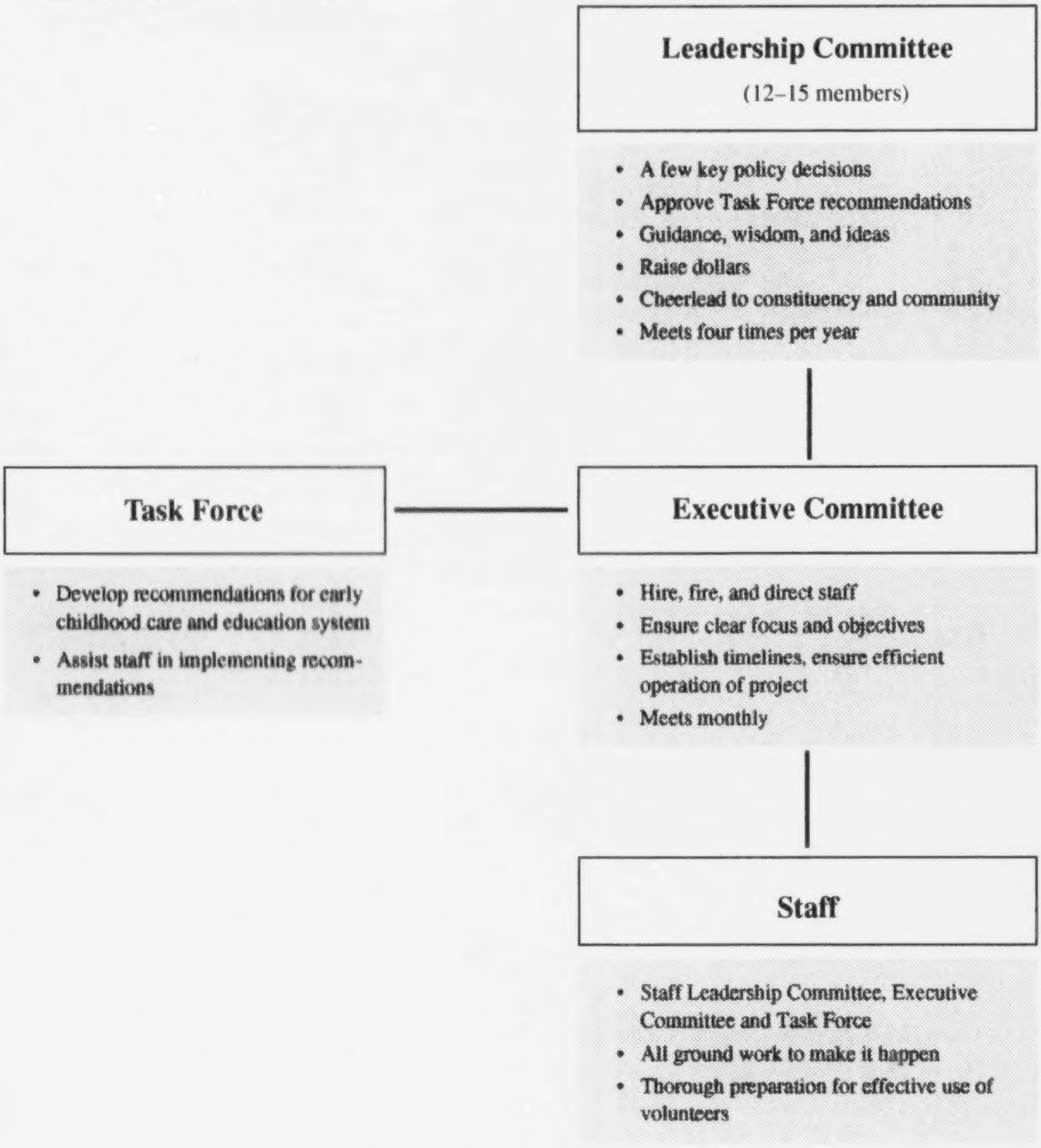
David	Allen	Coordinator
Judy	Alnes	Assistant Coordinator
Zoe	Beatty	
Bonnie	Bolin	
Tom	Copeland	
Janet	Mix	Assistant Coordinator
Barb	Monsey	Evaluator, Wilder Research Center
Ruth	Nelson	
Leah	Rogers	

Fiscal Management

Lori	Bright	St. Paul Foundation
Jean	Hart	St. Paul Foundation
William	Mackie	
David	White	

Organizational Structure

(Executive Committee 3/13/90)



Leadership Committee

(12–15 members)

- A few key policy decisions
- Approve Task Force recommendations
- Guidance, wisdom, and ideas
- Raise dollars
- Cheerlead to constituency and community
- Meets four times per year

Task Force

- Develop recommendations for early childhood care and education system
- Assist staff in implementing recommendations

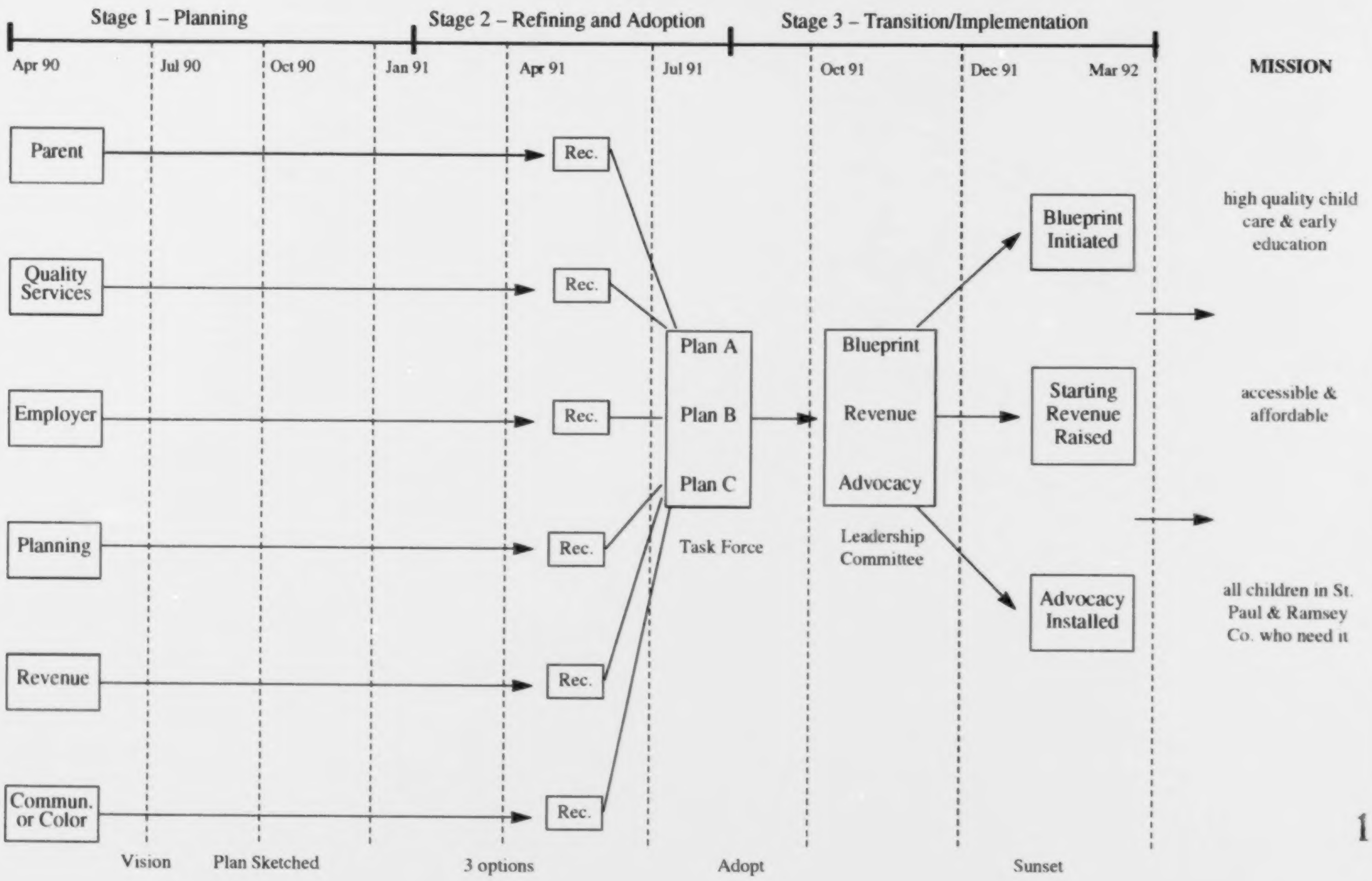
Executive Committee

- Hire, fire, and direct staff
- Ensure clear focus and objectives
- Establish timelines, ensure efficient operation of project
- Meets monthly

Staff

- Staff Leadership Committee, Executive Committee and Task Force
- All ground work to make it happen
- Thorough preparation for effective use of volunteers

The Community Partnership: Child Care and Early Education
Work Plan / Time Line


Stage 1 – Planning
Stage 2 – Refining and Adoption
Stage 3 – Transition/Implementation
Apr 90
Jul 90
Oct 90
Jan 91
Apr 91
Jul 91
Oct 91
Dec 91
Mar 92
MISSION
Parent
Quality Services
Employer
Planning
Revenue
Commun. or Color
Rec.
Rec.
Rec.
Rec.
Rec.
Rec.
Plan A
Plan B
Plan C
Task Force
Blueprint
Revenue
Advocacy
Leadership Committee
Blueprint Initiated
Starting Revenue Raised
Advocacy Installed
high quality child care & early education
accessible & affordable
all children in St. Paul & Ramsey Co. who need it
Vision
Plan Sketched
3 options
Adopt
Sunset

STRIDE Ad Hoc Committee Recommendations

Draft: January 14, 1991

The STRIDE ad hoc committee was formed by the Partnership to address child care issues in the operation of the STRIDE program (Minnesota's welfare reform program designed to provide AFDC parents with the training and educational achievements that can enable them to become self supporting). The Partnership determined that the issues were important and merited immediate attention.

Membership on the ad hoc committee included representatives from Ramsey County and the City of St. Paul with responsibilities for the case management aspects of the STRIDE program, community representatives involved with support services to STRIDE participants, and other Partnership members.

The result of the ad hoc committee's work is the identification of eleven child care related issues that are affecting the ability of STRIDE clients to succeed. The Partnership's Task Force has reviewed the recommendations and considers them to be consistent with the Partnership's guiding values and principles of quality, diversity of child care choices, and continuity of care and early education arrangements. The Task Force recommends Executive Committee approval.

Recommendations include:

1. Develop an enhanced child care referral service for STRIDE participants.
2. Implement a project to determine reasons for child care providers' hesitance to accept children of STRIDE participants and to market STRIDE to providers.
3. Develop drop-in care options for STRIDE participants.
4. Reduce child care payment processing delays at peak school enrollment times.
5. Eliminate loss of transition year of child care funding for STRIDE participants due to inappropriate termination from AFDC.
6. Create mechanisms to ensure that STRIDE participants continue receiving financial support for their child care costs after they have completed the STRIDE program if they are still eligible for financial assistance for child care costs.
7. Improve data collection on child care issues for STRIDE participants.
8. Authorize case managers to determine the appropriate amount of study time for which child care costs can be paid based on the STRIDE participant's course of study and ability.
9. Investigate potential for increasing child care availability for STRIDE participants at St. Paul Technical College and explore other ways to link STRIDE Technical College students with nearby child care options.

10. Evaluate alternatives to out-of-pocket child care costs for STRIDE parents at the time the parents move to the transition program.
11. Monitor processing delays that slow formal approvals to providers that child care payments have been approved for a STRIDE participant.

Ad Hoc committee members included:

Kate Ellefson	Merrick Community Services
Virginia Greenman	United Way of the St. Paul Area
Bob Munns	St. Paul Employment and Training Center
Glennis Rasmussen	Ramsey County Community Human Services Department
Linda Thielbar	Resources for Child Caring
Sharon Wilson	Private practice
Terry Zern	Ramsey County Job Training

Recommendations

Issue 1: STRIDE parents often do not have the preparation for conducting child care searches, evaluating options, interviewing providers, establishing contracts, maintaining relationships with providers, getting their children prepared for child care, and developing alternative back-up care.

Solution: Expanded child care counseling and referral must be made available to STRIDE parents which is geared toward their individual needs. Some of the needed counseling assistance can be provided by STRIDE case managers if they are more fully trained in child care issues. Additionally, specialized presentations to groups of STRIDE parents should be provided as a part of the orientation program and through their career exploration groups. Additional personal assistance must be provided in one-on-one counseling with qualified child care referral counselors.

Action: Federal matching funds are available for providing enhanced referral services for STRIDE parents. By taking advantage of these available funds, Ramsey County can better prepare STRIDE parents for meeting their children's care needs and can better protect the overall investment in the STRIDE program. The county should extend a Request for Proposals (RFP) for enhanced referral services for STRIDE participants and include child care issues in the training of the case managers.

Cost: Approximately $50,000 annually (split between the county and the federal government)

Priority: A

Consequence of no action: STRIDE clients will continue to receive the more limited child care referral service, which is not sufficient to meet the myriad of child care needs of the STRIDE client. As a result, STRIDE clients will not be well prepared to make child care choices that enhance their ability to succeed in the STRIDE program. Use of available federal dollars will be forgone.

Issue 2: Providers are often hesitant to accept children of STRIDE parents because of concerns about payment delays, shifting schedules of STRIDE parents, and potential development issues of the children.

Solution:

a. Research the degree to which provider hesitance is related to the above issues.

b. Identify and debunk the myths about STRIDE parents and children with providers.

c. Market STRIDE to providers, including unlicensed family child care providers.

d. Investigate use of financial incentives to increase willingness of providers to accept STRIDE children. (Tie to city mini-grants or state development grants.)

Action: Funding should be secured for a limited project with the scope outlined above. Because this issue is a statewide issue, not simply a county issue, funding sources could be broad and include private funding from the foundation community, multiple county or state funding. Alternatively, a partnership with the University of Minnesota with graduate student research could potentially yield the needed results. Resources for Child Caring presently has project funding to investigate strategies for marketing STRIDE to providers. The knowledge gained could be used in conjunction with an implementation effort in Ramsey County.

Cost: $25,000 to $50,000

Priority: A/B

Consequence of no action: STRIDE parents will continue to have more limited choices of child care than fee-paying parents and the negative image of STRIDE families will remain.

Issue 3: STRIDE parents are often unable to find and pay for drop-in care during several aspects of the STRIDE program including the assessment period and the job search.

Solution: Develop drop-in care options through identification of a group of center and family child care providers in locations of proximity to assessment sites who are willing to provide occasional care for STRIDE participants' children. Update list on an ongoing basis.
Create a voucher program which would provide reimbursement from the county for drop-in care.

Action: Resources for Child Caring has provided to the STRIDE ad hoc committee members a listing of family child care homes and centers identified as providing drop-in care in proximity to the assessment sites. Further actions will be taken by Ramsey

County Community Human Services Department together with STRIDE program management to build an active network of drop-in care options.

Cost: ?

Priority: A

Consequence of no action: Limited choices of care for STRIDE particpants during assessment.

Issue 4: Training and educational programs used by STRIDE parents in large measure begin in September and January, creating significant processing overloads for the child care payment system at the county. As a result, delays occur in payments to child care providers.

Solution: Ramsey County should apply greater resources to the processing system during these peak times of the year.

Action: Additional resources should be made available in the county's processing system from August to October and from December to February.

Cost: $5,000 to $10,000

Priority: C

Consequence of no action: Processing delays will exacerbate provider and center hesitancy regarding acceptance of STRIDE children.

Issue 5: STRIDE parents must be officially terminated by an AFDC worker in order to qualify for "transition year" funding for their child care. Transition year funding provides a STRIDE participant with funding of child care costs for one year after the participant completes the training or education program and secures a job. Parents who take themselves off AFDC because their income is rising have a higher risk of losing the transition funding of their child care.

Solution: STRIDE parents should be continually educated about the need for official termination. Progress is being made due to better communication of this issue by case managers and AFDC processors. AFDC processors should be prepared to check for reasons for termination to catch any possible inappropriate terminations.

Action: Monitor progress for three to six months to discern whether the problem is decreasing. As a part of the recommendation for expanded referral services, child care referral counselors could assist in emphasizing this issue.

Cost: negligible

Priority: A

Consequence of no action: Some STRIDE participants will not receive the transition year funding to which they are entitled.

Issue 6: After the transition year of child care, many STRIDE parents are eligible for sliding fee support of child care expenses. Until very recently, the presence of a waiting list prevented STRIDE participants from automatically being added to the sliding fee program at the time their transition year ended. STRIDE parents' loss of child care support contributes to their return to AFDC.

Solution: STRIDE parents should be kept in transition funding or moved to the sliding fee program if funds are available at the completion of their first year of transition funding.

Action: Relief from the long sliding fee waiting list has occured as a result of additional county resources being put in the sliding fee system. In addition, the federal child care legislation will increase sliding fee availability further. Whether or not a waiting list will remain is not yet clear and should be monitored. Continuation of transition year funding as a possible solution should be investigated with the county.

Cost: **?**

Priority: A

Consequence of no action: STRIDE's success at returning AFDC families to work will be hindered by the absence of continued child care support for families eligible for sliding fee support.

Issue 7: Data collection about the success of the STRIDE program in Ramsey County is not presently including information about the child care component of the program. Resources for Child Caring is presently under contract with the State Department of Human Services to evaluate the child care choices and success of the child care component of the STRIDE program.

Resources for Child Caring will be generating some useful data regarding Ramsey County STRIDE participants use of child care. However, continued data collection about the child care component of the program is necessary to quantify the child care issues sufficiently.

Solution: Wilder Research Center should include an evaluation of the success of the child care component of the STRIDE program.

Action: The Partnership has suggested changes in the survey used by Wilder Research Center that will yield greater information about the child care component of the STRIDE program.

Cost: less than $10,000

Priority: B

Consequence of no action: Accurate information about the child care needs and requirements of STRIDE participants will be difficult to assess.

Issue 8: Study time during which child care costs can be paid is limited to five hours per week under state regulations. This can limit a STRIDE participants' ability to succeed in a course of study.

Solution: Case managers should have latitude to authorize study beyond the five hours per week based on the course of study being pursued and the participant's abilities.

Action: The State of Minnesota should be asked to request a change in the federal rules that prohibit this increase in case manager latitude and study time limits.

Cost: ?

Priority: A

Consequence of no action: Absence of child care availability beyond the authorized five hours per week will affect the ability of some STRIDE participants to succeed.
Alternatively, STRIDE parents may resort to lower cost and lower quality child care choices to meet study requirements.

Issue 9: Many STRIDE parents in Ramsey County, particularly those attending St. Paul Technical College, prefer their child care at on-site centers at the educational institutions at which they are enrolled. However, availability of this kind of care is limited.

Solution: Additional child care capacity should be considered at the St. Paul Technical College in St. Paul. In addition, counseling and referral services for STRIDE parents should emphasize other arrangements for child care that can be as effective at meeting STRIDE parents' needs as the on-site care.

Action: Investigate potential for increasing capacity of child care slots at the St. Paul Technical College. Explore creative ways to link Technical College STRIDE students with nearby child care options.

Cost: ?

Priority: C

Consequence of no action: Care will continue to be limited at on-site locations.

Issue 10: At the time a STRIDE parent moves to the transition program, the parent must pay the first month of child care costs out of pocket. The transition program operates on a reimbursement basis.

Solution: The State of Minnesota should investigate alternative possibilities for reimbursement that could minimize the out of pocket costs for the first month of the transition program. Possibilities include direct monthly payment to providers rather than payments to parents, more frequent reimbursement to parents, and "up front" reimbursements to parents. Another possible avenue is to create a community fund that can "loan" the first month child care payment to the parent. The parent could then repay the loan by directing the twelfth month check back into the loan fund.

Action: The Community Partnership should ask Ramsey County to evaluate alternatives to month-end reimbursement to parents.

Cost: ?

Consequence of no action: First month child care payments will be significant financial burden on STRIDE parents who are making the move to the transition program.

Issue 11: STRIDE parents may not get their class schedules until one week before classes start. However, the process for approving child care providers for payment can take up to 30 days. Providers may not be willing to care for children of STRIDE participants until they receive formal approval.

Solution: The county is now sending preliminary approval letters to providers to address this situation.

Action: Partnership should monitor this process over the next several months to determine if the solution is sufficient to overcome provider hesitancy to accept STRIDE children.

Cost: minimal

Consequence of no action: Effectiveness of the county's solution might not be sufficient to overcome provider hesitancy.

Licensing/Rules Subcommittee of Quality Services Subcommittee

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Recommended Changes to Rule 2 Licensing of Family and Group Day Care

The Licensing/Rules subcommittee of the Quality Services Subcommittee recommends that the Partnership advocate to the Minnesota State Rules Committee the following changes to the rule as one method of improving quality of care for young children in family day care homes.

9502.0335 Subpart 6 B

A. Reinstate mental illness as a disqualifier. Mental illness within last 12 months on the part of anyone in household is disqualification. Definition on page 3 - 9502.0315 Subpart 19 A.

B. Write letter to DHS requesting they act on power they have been vested with on citations Subpart 6B - E and F.

9502.0355 Subpart 3

A and B - delete the word "substantial."

9502.0385 Day Care Training Subpart 2 - Initial Training - Required within 6 months.

A. FDC 10 hours training & CPR/First Aid
6 hours of 10 related to: Guiding Behavior, or
Child Development, or
Communication Skills.

B. Group FDC 20 hours training & CPR/First Aid
15 hours of 20 related to: Guiding Behavior, or
Child Development, or
Communication Skills.

C. (Add) Applicants have completed 6 hours of preparation training prior to licensing.

D. (Add) Requirement for training in Cultural Diversity.

Subpart 3 - Ongoing Training

A. FDC 10 hours training annually
6 hours of 10 related to: Guiding Behavior, or
Child Development, or
Communication Skills.

B. Group FDC 20 hours training annually
15 hours of 20 related to: Guiding Behavior, or
Child Development, or
Communication Skills.

C. CPR/First Aid every three years.

D. (Add) Requirement for training in Cultural Diversity.

Certification Rule:

1. Require Counties to have 3 visits first year. 1 of 3 is drop-in.

2. After 1st year, 1 drop-in visit, 1 annual visit.

3. Caseloads of licensers not to exceed 120.

Recommend to DHS that they continue interests of children under 2 1/2 years of age, by maintaining current staff/child ratio. (Refer to B under Subpart 6B) Staff ratios - 9502.0367 A, B, C.

Accreditation/Certification of child care providers:

The committee recommends that Rules RECOMMEND (not mandate) that child care centers and family child care providers move toward accreditation or certification to increase the possibility of providing high quality care for children.

Ramsey County Child Care Statistics

Population and the Demand for Child Care

	1980	1988	1990	1995	2000	% Change 1980-1990	Est. % change 1990-2000
Population	459,784	472,683	485,765	473,299	454,982	6%	-6%
Children 0-5	37,969	43,984	44,863	38,582	37,685	18%	-16%
Children 6-12	44,271	39,977	40,776	40,368	34,717	-8%	-15%
Capacity of child care programs for children 0-12	7,495	19,648	21,194	23,211 est.	22,989 est.	183%	8%
% Mothers working w/children under 6	52%	62%	62%	67%	70%	19%	13%
# Children under 6 needing care	19,895	27,270	27,815	25,850	26,380	40%	-5%
# Child care spaces for children under 6	6,171	13,771	13,444			116%	
# Child care spaces per 100 children under 6 needing care	31	50	48			55%	

Supply of Child Care - 1990

	# Programs	Number of Spaces				
		Infant	Toddler	Preschool	School Age	Total
Family child care home	1,264	2,537	1,292	4,335	4,584	12,748
Full day centers	106	476	975	3,729	1,161	6,341
Half day programs	56	0	20	1,501	0	1,521
Head Start	9	0	0	584	0	584
Total	1,435	3,013	2,287	10,149	5,745	21,194

Financial Assistance - Fiscal Year 1990

	Sliding Fee	AFDC/STRIDE	Total	% Change from FY 1989
State allocation	$1,438,464	$ 969,251	$2,407,715	-1%
State allocation spent	$1,438,464	$ 969,251	$2,407,715	67%
County expenditures	$ 221,217	$ 147,684	$ 368,901	-78%
Federal expenditures	0	$1,028,747	$1,028,747	88%
Total expenditures	$1,659,681	$2,145,682	$3,805,363	3%

From: *A Child Care WORKS Profile of Child Care in the Seven County Metropolitan Area 1991.*

Materials Available in Community Partnership Report Supplement

Research Summaries and Reference List

Various Background Data on Early Childhood Care and Education Services

Draft of Annual Plan for Year 1 Partnership Implementation

Draft of Agreement on Future Structure of Partnership

Working Document (June 1991) - Estimated Number of Children in Poverty in Ramsey County and Minnesota

Working Document (June 1991) - Estimated Cost of Full Funding of Head Start in Ramsey County

Working Document (June 1991) - Implications of the Partnership Recommendations for the State of Minnesota (Developed for the Action for Children Commission)

Meeting Summaries from the Community Forums hosted by the Partnership in the African American, Hispanic, Native American, and Southeast Asian Communities

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